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to the state of Connecticut.



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Thesis

STATE PROGRAMS OF GUIDANCE WITH SPECIAL  
REFERENCE TO THE STATE OF CONNECTICUT

Submitted by

John Wendell Yeo

(B.B.A., Boston University, 1929)

In partial fulfillment of requirements for the  
degree of Master of Education

1932

Thesis First Reader: Jesse B. Davis, Professor of Education  
Second Reader: Ralph A. Burns, Assistant Professor of Education

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## PART I

### History of the Guidance Movement in the United States

All truly great institutions and movements have proceeded out of the hearts of individuals who have had as their most vital interest and concern the welfare and happiness of their fellow beings. The present advanced trends in the guidance movement are directly traceable to the pioneer efforts of a few individuals who had a clear vision of a great work to be done.

As early as 1907 a definite program of guidance was being organized by Principal Jesse B. Davis in the Central High School, Grand Rapids, Michigan. Within the next two years Mr. Davis had in actual operation in his school, a program which included many of those guidance activities which are being featured to-day in many of the modern school programs. With the guiding philosophy that, "Vocational guidance is, or should be, a process of drawing out from a pupil a knowledge of himself, of opening his eyes to see the wide field of opportunity that is before him, and of developing in him the elements of character that make a successful life,"<sup>1</sup> Mr. Davis singled out the department of English in the high school for the purpose of experimentation. Through this subject, in which every pupil was reached, students were offered subjects for compositions which were of real interest

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<sup>1</sup>Jesse B. Davis, "Vocational Guidance, A Function of the Public School." Reprint from The Educational Bi-Monthly, (February, 1912.)



Statement of the National Association of Public Schools

All truly great institutions and movements have been

taught out of the hearts of individuals who have had as

their most vital interest and concern the welfare and happi-

ness of their fellow beings. The first step toward the

the national movement was directly linked to the history

of the life of a few individuals who had a vision of a

new world to be born.

As early as 1807 a certain group of educators was

being organized by William Lloyd Garrison in the United

States. His school, Boston, Massachusetts, which was the

first of its kind, was a school of education for the

people which had been a part of the national movement

which was being formed for the purpose of the national

movement. With the passing of time, the national

movement is, or should be, a process of learning and

teaching a knowledge of history, of science, of the

and field of opportunity that is before us, and of develop-

ing in the minds of our youth a sense of responsibility

and a sense of duty. The national movement is

the high school for the purpose of preparation. The

high school, in which every child has the right to

be educated, is the foundation upon which the

future of the nation is being built.

William Lloyd Garrison, Boston, Massachusetts.

(Signed, 1887.)



to them and about which they had some ideas of their own.

The pupil, given a new line of thought to develop each semester of his high school career on such pertinent topics as: Elements of Character that Make for Success in Life, Biography of Successful Men and Women, The World's Work, Choosing a Vocation, Preparation for Life's Work, Vocational, Social and <sup>?</sup>Divic Ethics, etc., was encouraged to give some serious thought to himself; to consider his abilities and limitations in the light of making a tentative choice of a vocation and, from the point of view of this vocation, to a consideration of his relations and obligations to society. The program included a plan of recording on individual vocational cards the valuable material gained through the written themes and personal conferences with teachers of English; pertinent data regarding developments in character and vocational tendencies; the pupil's scholarship record and other valuable information. Full provision for pupil counseling was assured through a Principal's Cabinet of six session-room teachers in whose jurisdiction ~~were~~ all matters of discipline, scholarship, and subject guidance of the two hundred and fifty pupils who were assigned to each counselor.

Mr. Davis early recommended the establishment of the so-called Vocation Bureau, to be made up of interested citizens appointed through the co-operation of the Board of Education and the Board of Trade or Commerce, to counsel with the school authorities on the solution of those industrial education and adjustment problems of pupils.



to pass and about which they had been asked to report.  
The pupils, given a new line of thought to develop upon  
the report of his high school career on such pertinent topics  
as: Elements of Character, What the Success is like,  
theology of Developmental Learning, The World's Work,  
Theology of Development, Preparation for Life's Work, Vocational,  
Social and Civic Duties, etc., was encouraged to give some  
serious thought to himself, to consider his abilities and  
limitations in the light of a high & tentative choice of a  
vocation and, for the point of view of this matter, to a  
consideration of his relations and obligations to society.  
The program included a list of vocational or individual voca-  
tions and the pupils selected a field of interest through the written  
theses and personal conferences with the teachers of the field;  
particular data regarding development in character and voca-  
tional interests; the pupils' religious record and other  
valuable information. This material for public discussion  
was arranged through a system of a Cabinet of six sessions.  
Four teachers in charge of the sessions who all reports of dis-  
cussion, discussion, and subject guidance of the two hundred  
and fifty pupils who were assigned to each session.  
Mr. Davis, early recommended the establishment of the so-  
called Vocational Bureau, to be made up of interested citizens  
and the Board of Trade or Commerce, to counsel with the  
school authorities on the formation of these industrial edu-  
cation and adjustment projects of pupils.



An indication of the clear understanding which Mr. Davis twenty years ago had of vocational guidance is best shown by quoting from an article written by him in 1911. In this article entitled, "Vocational Guidance, A Function of the Public School," Mr. Davis had pointed out how various community agencies, bureaus and departments could assist in this service of vocational guidance. "However," he states, "I with to emphasize the principal thesis of this argument that the movement for vocational guidance is strictly an educational function. For this reason it belongs to the schools as a formal part of their work, and should be directed by the authority of the local Board of Education."<sup>1</sup>

How clearly it is indicated that vocational guidance is an important part in the educational process, and how definitely does he set forth, in these his earliest theories on the subject, that guidance is a problem of self-development and not a matter of mere information or of the giving of advice. His clear vision of the many implications and wide scope of the problem of vocational guidance were at the time considered irrelevant and not pertinent to the subject. Time has borne out his convictions. The tasks he outlined still remain to be organized and executed.

The first organized vocational guidance activities in the East had their beginnings in the Civic Service House, a social settlement in the crowded North End of Boston in January, 1908.

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<sup>1</sup>Jesse B. Davis, op. cit.



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 authority of the local board of education."  
 Now clearly it is indicated that vocational guidance is  
 an important part in the educational process, and how it  
 actively does so. In fact, it was the earliest chapter on  
 the subject, and guidance is a product of self-direction  
 and not a matter of mere instruction or of the giving of  
 advice. This clear vision of the very fundamental and wide  
 scope of the work of vocational guidance was at the time  
 a radical departure and not confined to the subject.  
 time has borne out his conclusion. The work he outlined  
 still remains to be studied and executed.  
 The first organized vocational guidance committee in  
 the United States was organized in the City of New York, a  
 local committee in the United States and in London in

January, 1903.

James H. Davis, ed. cit.



Through the efforts of Mr. Meyer Bloomfield, Director of the Civic Service House, Mr. Frank Parsons<sup>1</sup> was invited to speak to the graduating class of one of the evening high schools on the choice of a vocation. After the talk a number of young men asked for personal interviews. The results of these interviews and the numerous others which followed proved to be so helpful that Mr. Bloomfield requested Mr. Parsons to draw plans for the permanent organization of the work.

Professor Parsons in his book "Choosing A Vocation" tells of the development of the institution which promoted the first organized attempt at vocational counseling:

The Vocation Bureau of Boston was founded January, 1908, by Mrs. Quincy A. Shaw<sup>2</sup> on plans drawn up by the writer. More than a dozen years ago I stated the essence of the matter in a lecture on "The Ideal City."....These plans were submitted to Mrs. Shaw, who heartily approved the idea, and immediately established the new institution with sufficient resources to enable the work to be begun as a new department of the Civic Service House in the North End of Boston.

Thus the Vocation Bureau, with Professor Parsons as Director, was formed, and soon had centers of work at the Boston Young Men's Christian Association Educational Department, the Women's Educational and Industrial Union and

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<sup>1</sup>Mr. Frank Parsons, a member of the staff of the Boston University Law School, became in 1905 a director of the Breadwinners Institute which was a branch of the work carried on by the Civic Service House. It was in his first report on the Vocation Bureau, (May 1, 1908) that the term "vocational guidance" was used for the first time.

<sup>2</sup>Mrs. Quincy A. Shaw (Pauline Agassiz Shaw) founded the Civic Service House and aided many other progressive educational movements.







the Economic Club. Upon the untimely death of Mr. Parsons in 1908, Mr. Bloomfield assumed charge of the work. During the second year of the Bureau it moved into an office of its own at 101 Tremont Street, and perfected an organization made up of civic workers, educators and public spirited business men.

The Bureau soon had close affiliation with three active organizations. The first, the Boston Home and School Association worked upon the parents' side of the problem, securing information as to the educational and vocational ambitions of parents for their children. The second affiliated organization, The Women's Municipal League endeavored to furnish authentic information concerning the schools and institutions in Boston offering the best training for the trades and occupations. The third organization, the Girls' Trade Education League, with headquarters at the Women's Educational and Industrial Union, took over from the Bureau the work of vocational guidance for girls.

In 1909, through the mediation of Boston-15 (a civic movement in Boston) the Bureau entered into definite relationships with the Boston School System, and a School Vocation Committee of six masters was established. This committee, meeting with the Director of the Bureau, contributed a system of vocational report cards for elementary schools and high schools, sponsored teachers' meetings for the study of vocational conditions and questions, and arranged for addresses



the economic side. Upon the timely advice of Mr. Carson  
 in 1905, Mr. Russell assumed charge of the work. During  
 the second year of the Bureau it moved into an office at  
 101 Tremont Street, and continued its organization  
 many of its staff workers, educators and pupils retained.

Thereafter

The Bureau soon had close affiliation with three active  
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 ing information as to the educational and vocational sta-  
 tus of persons for their children. The second affiliated  
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 nish accurate information concerning the schools and insti-  
 tutions in Boston relative to the best training for the trades  
 and occupations. The third organization, the State Trade  
 Association League, with headquarters at the Boston's Educational  
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 vocational guidance for girls.

In 1908, through the addition of Benson in a civil  
 assistant in Boston, the Bureau entered into definite rela-  
 tions with the Boston School System, and a closer relation  
 Committee of the Bureau was established. This committee  
 began with the Director of the Bureau, conducted a system  
 of vocational report cards for elementary schools and high  
 schools, sponsored regular meetings for the study of voca-  
 tional conditions in questions, and arranged for the Bureau



to be given, by people of special fitness, before schools and Parents' Associations.

In its first annual report this committee recommended the establishment of some central bureau of information for pupils regarding trade and mercantile opportunities, and the organization in the school of some effective system of sympathetically following up pupils.

The Boston Vocation Bureau had become a central bureau of information upon all vocational opportunities practically in advance of the suggestion of the committee. The second recommendation was realized in 1910 when the Bureau established in the Boston School System a course for counselors. This Boston Training Course for Counselors, as it was known, made up of public school teachers and civic and social workers, met twice each month through the year, under the leadership of the Bureau, for instruction in many fields of occupational studies and vocational guidance.

In 1913 the Boston School Committee took over the burden of this work through the establishment of a Vocational Information Department and continued with the co-operation of the Bureau the task of gathering vocational information and of selecting and training teachers to act as counselors of pupils.

The work progressed in the Boston Public Schools with various changes of personnel and increased activities until it grew into the present Department of Vocational Guidance with Miss Susan J. Ginn as Director. The Boston system of



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the establishment of some central bureau of information for  
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This Boston Training Course for Counselors, as it was known,  
made up of public school teachers and civic and social  
workers, met twice each month through the year, under the  
direction of the superintendent, for the purpose of early study of  
vocational studies and vocational guidance.

In 1915 the first school committee took over the burden  
of this work through the establishment of a Vocational In-  
formation Department and continued with the cooperation of  
the Bureau the task of gathering vocational literature and  
of selecting and training teachers to act as counselors of  
pupils.

The work progressed in the Boston Public Schools with  
various changes of personnel and increased activity until  
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with Miss Susan L. Allen as Director. The Bureau of State of



vocational guidance has been the inspiring example of numberless other communities, and the far vision of Professor Parsons is being realized.

In 1917 the Director of the Vocation Bureau, Meyer Bloomfield, was asked to go into war work and the Bureau was transferred to the Division of Education, now the Graduate School of Education at Harvard University. The Bureau of Vocational Guidance as it is now known, includes in its activities the following:

1. Correspondence and interviews with teachers, school and college officials, and others on the organization and administration of vocational guidance.<sup>1</sup>
2. Correspondence and interviews on the vocational problems of individuals.
3. Aid in the courses in educational and vocational guidance and vocational education given at Harvard University.
4. Publication of The Vocational Guidance Magazine as the official organ of the National Vocational Guidance Association.
5. Maintenance of a collection of books, pamphlets, and illustrative material on vocational guidance.
6. Co-operation with and service to such organizations as the National Vocational Guidance Association, the New England Vocational Guidance Association and other branches of the national association, the American Management Association, the Personnel Research Federation, the Southern Women's Educational Alliance, city school departments, authors, publishers, and instructors in vocational guidance, in matters pertaining to information, policy, and method.

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<sup>1</sup>Harvard Graduate School of Education Register, pp. 156-157



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1. Correspondence and interviews with teachers,  
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2. Correspondence and interviews with voca-  
tional guidance of individuals.
3. Aid in the conduct of educational and voca-  
tional guidance and vocational education  
given at Harvard University.
4. Publication of The Vocational Guidance Magazine  
and as the official organ of the National  
Vocational Guidance Association.
5. The issue of a collection of books, pam-  
phlets, and illustrative material on voca-  
tional guidance.
6. Co-operation with and service to such organi-  
zations as the National Vocational Guidance  
Association, the Vocational Guidance Council,  
and other branches of the  
National Association, the American Association  
of Guidance, the Personnel Research Council,  
the American Society of Vocational Guidance,  
the School Teachers' Association, and others,  
and instructions in vocational guidance, in  
relation to vocational guidance, policy, and  
method.



7. Publication of studies, tests, and books.

8. Research projects in guidance.

The professorial staff of the Bureau is as follows:

John M. Brewer, Director; Fred C. Smith, Editor of The Vocational Guidance Magazine; Mildred G. Sears, Secretary.

The pioneer work in the field of guidance did not progress unnoticed. Numerous articles upon it in the public press enlisted the interest of educators everywhere, and activities hitherto localized were soon to become national in scope. A decided impetus to the guidance movement was given in November, 1910, when, at the suggestion of the Massachusetts Commissioner of Education, the first National Conference dealing specifically and exclusively with vocational guidance was held in Boston under the joint auspices of the Vocation Bureau and the Chamber of Commerce of Boston.

Several hundred persons were in attendance at this meeting. Forty-five cities sent delegates, including cities as widely separated as New York, Baltimore, Pittsburgh, Chicago and Grand Rapids. It was apparent from this showing that the problems of systematic vocational guidance had attracted the attention their importance deserved.

Among the men of ability and prominence to be heard on the program were: Professor Paul H. Hanus of Harvard University and Chairman of the Boston Vocational Bureau, President Emeritus Eliot, of Harvard, Dr. Felix Adler, David Snedden,



- 4. Publication of studies, essays, and books.
- 5. Research projects in guidance.

The professorial staff of the Bureau is as follows:

John A. French, Director; Fred C. Smith, Editor of The Vocational Guidance Magazine; Mildred C. Sears, Secretary.

The Bureau's work in the field of guidance did not progress unimpeded. Numerous obstacles stood in the way. The press antipathy to the interest of education everywhere, and activities in the field of guidance were soon to become national in scope. A decided impetus to the guidance movement was given in November, 1910, when, at the suggestion of the Massachusetts Commissioner of Education, the first National Council on Vocational Guidance was organized. This council, with vocational guidance as its main object, was organized in Boston under the joint auspices of the Vocational Bureau and the University of Massachusetts at Amherst.

Several hundred members were in attendance at this meeting. Forty-five states and delegates, including eleven as directly represented as New York, Baltimore, Philadelphia, Chicago and Grand Rapids. It was apparent from this meeting that the problems of systematic vocational guidance had attracted the attention of the public in various countries. From the very first the public and prominence to the Bureau on the program was: Professor Paul H. Brown of Harvard University and Chairman of the Board of Vocational Guidance, President of the National Association of Vocational Guidance, and the Bureau of Guidance, Dr. John A. French, Secretary.



Massachusetts Commissioner of Education, and Governor Foss of Massachusetts.

With this 1910 conference the functioning of organizations active in guidance work assumed the aspect of a national movement.

The inspiration of this conference called forth the Second National Conference on Vocational Guidance in New York two years later. At the latter meeting the Conference authorized the selection of a committee to arrange for a convention in 1913 and to present plans for a permanent organization should such a procedure seem advisable.

An invitation extended by Secretary Charles A. Prosser of the National Society for the Promotion of Industrial Education, that the Convention be held in connection with the seventh annual convention of this society, was accepted. At this convention, held at Grand Rapids, Michigan, October 19 to 25, 1913, the National Vocational Guidance Association was duly organized by the acceptance of the report of the organization committee, the adoption of the constitution, and the election of officers.

The first officers of the Association, elected at the meeting, were:

President: Professor Frank M. Leavitt  
The School of Education  
University of Chicago  
Chicago, Illinois

Vice-President: Miss Alice P. Barrows  
187 Madison Avenue, Cor. 34th Street  
New York City, New York



Massachusetts Commissioner of Education, and Secretary of the  
of Massachusetts.

With this 1910 conference the following organizations  
first active in reference work assumed the aspect of a na-  
tional movement.

The inception of this conference called forth the  
National Vocational Conference on Vocational Guidance in 1909  
four years later. At the last it was the Conference  
authorized the selection of a committee to arrange for a  
convention in 1913 and to present plans for a permanent  
organization should such a procedure seem advisable.

An invitation extended to Secretary Committee A. Foster  
of the National Society for the Protection of Technical Edu-  
cation, that the Convention be held in connection with the  
seventy annual convention of this society, was accepted.  
At this convention, held at Grand Rapids, Michigan, between  
12 to 25, 1913, the National Vocational Guidance Association  
was duly organized by the acceptance of the report of the  
organization committee, the adoption of the constitution,  
and the election of officers.

The first officers of the Association, elected at the  
meeting, were:

- President: Professor Frank M. Lewis  
The School of Education  
University of Chicago  
Chicago, Illinois
- Vice-President: Miss Alice S. Barrett  
125 Madison Avenue, 2nd Floor  
New York City, New York

Secretary: Principal Jesse B. Davis  
 Vocational Director  
 Central High School  
 Grand Rapids, Michigan

Treasurer: Mr. James M. Hiatt  
 Public Education Association  
 1015 Witherspoon Building  
 Philadelphia, Pennsylvania

The organization was brought into existence with a feeling that it had a genuine mission to perform. As stated in one of the magazines which reported on the conference,

This new association has been brought into existence with the full appreciation of the fact that educational associations are multiplying rapidly. At the same time it was felt that the term "vocational guidance" had taken such a prominent place in the recent discussions of educational questions, and that so many widely divergent practices were being inaugurated in its name, that, for a time at least, the careful thought and earnest investigation of men and women especially interested in this phase of social and educational work might be made more effective by purposeful joint action. Especially was it felt that the association might serve as an agent for the collection and distribution of information as to what is being done in different states in the furtherance of the purposes of vocational guidance.<sup>1</sup>

The widest representation yet to gather in the interest of vocational guidance attended this conference. The citizens of Grand Rapids were ready to receive their guests. Meetings of the local women's clubs, teachers' associations, the Association of Commerce, the Central Labor Union, the official representatives of state departments of vocational education, and the Sunday services in the churches all

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<sup>1</sup>Article on "The Grand Rapids Conventions (October 21-25, 1913)" in The School Review (date unknown) which was reprinted from The School Review, Vol. XXI, No. 10, December, 1913.





contributed to the program of the week and offered opportunities for spreading the information relating to this great movement.

While not wholly pedagogical, the convention was pronounced by one of the best known educators of the Middle West to be an educational convention of high order. The papers presented at the meetings were issued as a bulletin of the United States Bureau of Education<sup>1</sup> and were widely read.

The constitution adopted by the Association well sets forth the purpose of the movement.

The objects of the Association are:

1. To unite all of those persons engaged in or interested in any phase of vocational guidance in the United States into one national organization and into branch organizations representing specific localities or specific problems of guidance.
2. To encourage the formation of branch vocational guidance associations in the United States which shall be affiliated with the National Vocational Guidance Association.
3. To encourage experimentation in and the establishment of vocational guidance service in communities of the United States.
4. To formulate standards and principles for vocational guidance.
5. To gather and disseminate information regarding problems of and progress in vocational guidance.<sup>2</sup>

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<sup>1</sup>"Vocational Guidance" Bulletin, 1914, No. 14 United States Bureau of Education.

<sup>2</sup>F. C. Smith, "Vocational Guidance as a National Movement" Education, LII, (December, 1931) pp. 185-6.



contributed to the success of the work and related organizations for spreading the information relating to this project.

While not wholly satisfactory, the cooperation was appreciated by one of the best known educators of the United States as an educational contribution of high value. The reports presented at the meeting were issued as a bulletin of the United States Bureau of Education and were widely read.

The committee suggested that the association will soon forth the purpose of the project.

### The objects of the association are:

1. To unite all of those persons who are interested in the development of vocational education in the United States into one national organization and into other organizations connected with the development of vocational education in the United States.
2. To encourage the formation of similar vocational education associations in the United States which shall be affiliated with the national Vocational Guidance Association.
3. To encourage the development of vocational education in the United States and the establishment of vocational guidance service in communities of the United States.
4. To formulate standards and principles for vocational education.
5. To conduct research in vocational education and to disseminate the results of such research in vocational education.

"National Vocational Guidance Association" Bulletin, Vol. 14, No. 1, 1914, pp. 1-10.

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In 1916 through the efforts of Jesse B. Davis, who at the time was serving his second term as president, the Association voted to discontinue the practice of meeting annually with the National Society for the Promotion of Industrial Education, feeling that the scope of the National Vocational Guidance Association included a wider field than industrial education and would function better acting as an independent body. Since 1916, the Association has met annually, with the exception of a few years during the war period, just previous to and in connection with the meeting of the Department of Superintendence of the National Education Association.

The growth of the National Association has been constant, there now being thirty-four branch organizations covering practically all sections of the United States that are affiliated with the National. The association, as sponsor of the magazine, "The Vocational Guidance Magazine," has done much to develop the guidance movement throughout the world.

At present there are several other influences at work to propagate the work of the pioneers in the field of guidance. State and Federal legislation has been passed granting financial aid to vocational guidance. As early as 1913 the State of Connecticut passed a law which contained the following:

The Board of School Visitors, Board of Education, or town school committee of any town, city or borough may establish vocational guidance as a part of the educational system of such municipality, and may in its discretion employ a vocational counselor whose duties and compensation shall be pre-



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selor whose duties and compensation shall be pre-

scribed by such board. (General Statutes 1913, Chap. 153; School Laws 1922, Sec. 79.)<sup>1</sup>

The Connecticut legislation is, so far as can be ascertained, the first legislation concerning vocational guidance in any state.

Special training in guidance was early recognized as a requisite for all who were preparing themselves for some phase of guidance work. It was only natural that the first university courses in guidance should be sponsored in Boston, Massachusetts, an educational center, and the home of the guidance movement in the East. Mr. Meyer Bloomfield gave his first course in Guidance at Boston University in 1910-1911. The next year, 1912, at the University of Chicago, Professor Frank Leavitt, gave courses in vocational education and guidance. Mr. Bloomfield also taught the first University summer school course in vocational guidance, which was held at Harvard University during the summer of 1911. This course developed into a variety of regular and summer session courses in similar institutions all over the country. Through these courses hundreds of capable men and women every year are becoming imbued with the spirit of the movement and are making worthwhile contributions in their own localities in the interests of guidance.

One of the most recent and promising developments in the movement was the organization of a Committee on State Guidance Programs which emerged out of the National Vocational Guidance

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<sup>1</sup>Arthur F. Payne, Organization of Vocational Guidance, pp. 29-30.



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which is being set up by the National Vocational Guidance

Association, held in Atlantic City, New Jersey, in February, 1930. The specific purpose of this committee was to enlist the interest and co-operation of the various state departments of education in inaugurating and developing state guidance service. To show the extent of the development of this service and the methods which various states are employing to further guidance activities is the purpose of Part II of this study.

The guidance movement in the United States is now extending through all advanced communities. The work hitherto performed by bureaus is gradually being absorbed by the schools, for privately controlled enterprises for guidance early found that their services could be most effectively rendered in connection with the public schools, where the child is most accessible for consultation and where pertinent individual data are available.

The movement has been tried, tested and proved to be not only desirable but absolutely essential if the school is to achieve its objective of helping to prepare youth to live a full and happy life.



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## PART II

### STATE PROGRAMS OF GUIDANCE

The first forward looking step taken to provide for an extension of state guidance service was the organization of the National Committee on State Guidance Programs, which emerged out of the convention of the National Vocational Guidance Association held in Atlantic City, New Jersey, on February 21, 1930. A national advisory committee consisting of William John Cooper, United States Commissioner of Education, John Callahan, President of the National Council of State Superintendents and Commissioners of Education, Willis A. Sutton, of the Executive Committee of the National Education Association, and Edward L. Thorndike, of the Advisory Board of the National Vocational Guidance Association, completed the first group of educators ever to be organized to concentrate its efforts to develop state guidance service.

In an effort to make an immediate start in the problem, a plan of work was drawn up before the convention adjourned, and sent, with a letter, to each state superintendent and commissioner of education. This communication invited the assignment of a member of each staff to co-operate with the National Committee. Thirty-nine superintendents and commissioners responded to the letter, five of them suggesting that they themselves represent their department. Thirty-four staff members were assigned by their chiefs.

The plan of the work of this committee in State Guidance Programs, as outlined in a preliminary report of the committee



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The plan of the work of this committee in State Guidance Programs, as outlined in a preliminary report of the committee

entitled, "State Guidance Service," is as follows:

1. To provide a brief published report of developments in state guidance programs.
  - a. What the state guidance program has to offer.
  - b. How states are organized for guidance.
  - c. The county guidance program as a phase of state service.
  - d. Present trends and accomplishments.
  - e. Suggestions for developing state guidance service under various conditions of opportunity.
  - f. Bibliography of state bulletins and other literature on state guidance programs.
2. To provide for continuing co-operation.
  - a. Arrange for appointment of state staff representatives, one from each state, to co-operate with the national committees.
  - b. Provide for national conferences of state guidance representatives, at the time of the February conventions of the Department of Superintendents and National Vocational Guidance Association.
  - c. Make such other provisions for continuing service as present plans may develop.

To show some of the present trends and accomplishments in this state guidance movement and to indicate some of the methods being employed to inaugurate and develop some form of



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in this state guidance movement and to indicate some of the

methods being employed in literature and develop some form of

state program, are the purposes of this section.

Much of the information on the state programs was obtained through the use of the following questionnaire, which was sent, with a letter, to each state superintendent and commissioner of education.

#### GUIDANCE QUESTIONNAIRE

1. Has the State Board of Education in your state either through committees appointed by the Board or through the central agency itself, prepared a program of guidance for the secondary schools of the state?

Ans. \_\_\_\_\_

2. If so, was the program of guidance (a) made mandatory, or (b) offered merely as suggested material to organize or supplement the guidance programs of the individual high schools in the state?

Ans. \_\_\_\_\_

3. Is the State Board of Education at present considering a study in this field with a view to submitting in the near future a state program of guidance?

Ans. \_\_\_\_\_

4. If such a program is in preparation, when is it estimated that it will be ready for publication?

Ans. \_\_\_\_\_

NOTE: Where a state program has been prepared, I would appreciate it very much if an outline of the program and other pertinent data regarding it would be sent to me at the Plainville High School, Plainville, Connecticut, in order that a comparison of state programs may be made.

All costs of materials sent and postage charges will be gladly paid.

Signed: \_\_\_\_\_

Position: \_\_\_\_\_

For state of: \_\_\_\_\_



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The footnote request for copies of state programs and other pertinent data brought in much valuable material which contributed to this survey.

Several conferences with Mr. Harold L. Holbrook, chairman of the Committee on State Guidance Programs, together with the data which he made available, also contributed much to this section of the study.

Table I shows in summary the results of this national survey.

Seven states report that they have guidance programs under way: California, New York, North Carolina, Oregon, Pennsylvania, Virginia, and Washington. The state of Ohio, with a very definite plan in operation was forced to abandon the project on July 15, 1931, because of the lack of appropriations.

But one state has as yet made its program mandatory. This state is Pennsylvania whose work in the field of guidance has been of longer duration than that of any other state.

Of the four states which have programs in preparation, only one--Florida--reports that the program will probably be made mandatory.

State departments, it seems, carefully refrain from imposing upon the schools untried programs which may not fit into the set-up of many of the local communities. The philosophy seems to be rather to create a spirit for guidance and to offer in various forms an abundance of suggestions



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TABLE I. A SUMMARY OF STATE PROGRAMS OF GUIDANCE

State	Has State Program of Guidance	Program is Mandatory	Program is not Mandatory	Has State Program in Preparation	Has No State Program
Alabama.....					X
Arizona.....					X
Arkansas.....					X
California.....	X		X		
Colorado.....					X
Connecticut.....					X
Delaware.....					X
Florida.....		X		X	
Georgia.....					X
Idaho.....			X	X	
Illinois.....					X
Indiana.....					X
Iowa.....					X
Kansas.....					X
Kentucky.....					.....
Louisiana.....					.....
Maine.....					X
Maryland.....					X
Massachusetts...					X
Michigan.....					X
Minnesota.....					X
Mississippi.....					X
Missouri.....					X
Montana.....			X	X	
Nebraska.....					X
Nevada.....					X
New Hampshire...			X	X	
New Jersey.....					X
New Mexico.....					X
New York.....	X		X		
North Carolina..	X		X		
North Dakota....					X
Ohio.....					X
Oklahoma.....					X
Oregon.....	X				
Pennsylvania....	X	X			
Rhode Island....					X
South Carolina..					.....
South Dakota....					X
Tennessee.....					X
Texas.....					X
Utah.....					X
Vermont.....					X
Virginia.....	X		X		
Washington.....	X		X		
West Virginia...					X
Wisconsin.....					X
Wyoming.....					.....
Totals	7	2	8	4	33



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State	Has State Program of Guidance	Has State Program of Guidance	Has State Program of Guidance	Has State Program of Guidance	Has State Program of Guidance
Alabama					
Alaska					
Arkansas					
California	X		X		
Colorado					
Connecticut					
Delaware					
Florida					
Georgia					
Idaho					
Illinois					
Indiana					
Iowa					
Kansas					
Kentucky					
Louisiana					
Maine					
Maryland					
Massachusetts					
Michigan					
Minnesota					
Mississippi					
Missouri					
Montana					
Nebraska					
Nevada					
New Hampshire					
New Jersey					
New Mexico					
New York	X		X		
North Carolina	X		X		
North Dakota					
Ohio					
Oklahoma					
Oregon	X				
Pennsylvania	X				
Rhode Island					
South Carolina					
South Dakota					
Tennessee					
Texas					
Utah					
Vermont					
Virginia	X		X		
Washington	X		X		
West Virginia					
Wisconsin					
Wyoming					
Totals	7	2	8	4	23

for guidance programs from which school administrations may select.

A compulsory state guidance program can be made effective only when a tried and tested program has been devised for each class of school in the state. Pennsylvania has reached this point. With the publication of its new general administrative state manual certain main items of the guidance program will be required for each classification of public schools in the state.

Three states have directors with all or part-time assignments to guidance. These are, listed in the order of establishment: Pennsylvania, New York, and Virginia. Ohio, too, had a Director of Guidance, but this office was discontinued at the same time the State program was abandoned.

The information contained in Table I apparently reveals that only 23% of all the states, or about one state in four, is working on the problem of state guidance programs.

However, returns from the states reporting that they have no state programs at present indicate that considerable work is being done along this line. Committees have been appointed in several states, surveys are being conducted and the guidance needs of the several states are being sought out.

Considering the fact that the first concentrated effort to develop state guidance service was made only two years ago (February, 1930) it can be seen that a most promising start has been made.



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What are thought to be new and untried educational procedures are apt to find little acceptance in school systems where long established features of the curriculum have held dominion over the school program. A guidance program cannot be made an integral, functioning part of any school program over night.

In developing state guidance programs, school administrators must be led to provide in their school programs for a limited number of accepted guidance activities which best meet the needs of their own organizations. To thus accept and strive to perfect a few guidance activities is to make a creditable beginning in developing a school program of guidance.

State departments of education can recommend suggestions for inaugurating school guidance programs, and lend their support to kindred ways to develop these programs. The acceptance of the suggestions, however, will in most cases rest entirely with the local school systems.

The movement toward state guidance programs is under way. Brief accounts of the state guidance programs as they have developed up to the time of this study follow.

#### CALIFORNIA

Several developments are under way in the State Department of Education looking toward statewide guidance.

The secondary education program under Dr. Nicholas Ricciardi, chief of the Division of City Secondary Schools, has



These are the first to be put into effect and will be of great importance in the future. The first of these is the establishment of a system of public health inspection. This will be done by the State Department of Health, which will be responsible for the inspection of all public places, such as schools, hotels, and restaurants. The second is the establishment of a system of public health education. This will be done by the State Department of Health, which will be responsible for the education of the public in the principles of public health.

The third is the establishment of a system of public health research. This will be done by the State Department of Health, which will be responsible for the research in the principles of public health. The fourth is the establishment of a system of public health statistics. This will be done by the State Department of Health, which will be responsible for the collection and analysis of statistics in the principles of public health.

The fifth is the establishment of a system of public health administration. This will be done by the State Department of Health, which will be responsible for the administration of the principles of public health. The sixth is the establishment of a system of public health legislation. This will be done by the State Department of Health, which will be responsible for the enactment of legislation in the principles of public health.

The seventh is the establishment of a system of public health enforcement. This will be done by the State Department of Health, which will be responsible for the enforcement of the principles of public health. The eighth is the establishment of a system of public health cooperation. This will be done by the State Department of Health, which will be responsible for the cooperation of the principles of public health.

The ninth is the establishment of a system of public health education. This will be done by the State Department of Health, which will be responsible for the education of the public in the principles of public health. The tenth is the establishment of a system of public health research. This will be done by the State Department of Health, which will be responsible for the research in the principles of public health.



provided regional meetings on guidance, the evaluation of high school programs in terms of guidance, promotion of teacher training in guidance, and the preparation of a handbook and suggested personnel forms for counselors.

In laying the foundation for the California program, Dr. Ricciardi and Miss Helen Heffernan, the Chief of the Division of Rural Education, have made surveys covering these respective fields. The studies showed that 201 city high schools have some type of guidance program, that pupil adjustments is the keynote in their programs, and that each school is making progress.

The rural high school study showed that 83 rural high schools have some phase of guidance service for the most part provided by the principal who serves as counselor. The rural study showed, among other things, the need for some co-operative plan whereby a number of small districts could join in the employment of a trained counselor.<sup>1</sup>

The handbook, "Guide for Counseling in the Secondary School," published in September, 1931, was the outcome of a series of all-day field conferences in which deans and counselors representing a large part of the state participated. It represents, therefore, the group thinking and group action of individuals actually engaged in counseling secondary school

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<sup>1</sup>Copies of Dr. Ricciardi's report may be obtained from the California State Department of Education. Miss Heffernan's study is found in the Vocational Guidance Magazine for October, 1930.





pupils. The chapter titles given below indicate the real value which this guide would be to any worker in secondary education who is seeking practical aid in developing a counseling program:

- Chapter I      The Need for Counseling
- Chapter II     A Guiding Philosophy of Secondary Education
- Chapter III    The Functions of Counseling
- Chapter IV     Training Program for Counselors
- Chapter V      Procedures in Counseling
- Chapter VI     Reasonable Outcomes of Counseling
- Chapter VII    Criteria for Measuring the Efficiency of Counseling.<sup>1</sup>

#### NEW YORK

The date of December 1, 1923, marked the starting point in a movement in the state of New York toward a statewide guidance program. On this date the state issued regulations for the certification and training of vocational teachers, supervisors and directors, industrial and practical arts teachers, and guidance teachers.

This legislation has become one of the distinctive features of this state's program and because it does represent the first guidance legislation to be enacted which is

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not restricted to vocational guidance. It is of special interest to note some of the rules and regulations which govern the employment and certification of guidance teachers in this state.

### Certification

The school authorities of each school district may employ one or more qualified persons for the purpose of providing vocational and educational guidance for minors. Such vocational and educational guidance service and the qualifications of the persons employed for such work shall be approved by the Commissioner of Education-----  
Teachers and other persons who devote half-time or more to those activities commonly recognized as functions of guidance in the full-time school or those especially appointed for guidance work in the part-time school are required to hold either a limited or permanent vocational and educational guidance certificate. The following duties are construed as guidance functions: teaching classes in the study of educational and occupational opportunity, counseling with pupils and parents relative to educational and vocational problems of pupils, assisting pupils to secure proper employment at the time of leaving school, engaging in follow-up of pupils who have left school to enter employment.<sup>1</sup>

Regulations of the Commissioner of Education regarding qualifications of vocational and educational guidance counselors include the following pertinent statements:

- A. Personality and maturity. Candidates for certification should have: ability to work with men and women particularly teachers, parents and employers and to inspire and keep the confidence of boys and girls, and associates; ability to meet people, to take the initiative, to deal with situations as they must be met in the counseling position.

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<sup>1</sup>Educational Law, Article 22, Section 609-10, in "Vocational and Educational Guidance," University of the State of New York Bulletin No. 963, pp 50-54.



not restricted to vocational guidance. It is of special importance to note some of the rules and regulations which govern the employment and certification of guidance teachers in this state.

### Certification

The school authorities of each school district may employ one or more qualified persons for the purpose of providing vocational and educational guidance for pupils. Such vocational and educational guidance service and the qualifications of the persons employed for such work shall be approved by the Commissioner of Education. Teachers and other persons who devote full-time or more to those activities commonly recognized as functions of guidance in the public school or those especially appointed for guidance work in the part-time school are required to hold either a limited or permanent vocational and educational guidance certificate. The following duties are considered as guidance functions: teaching classes in the study of educational and occupational opportunity, counseling with pupils and parents relative to educational and vocational problems of pupils, assisting pupils to secure proper employment at the time of leaving school, engaging in follow-up of pupils who have left school to enter employment.

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Education Law, Article 22, Section 609-13, in "Vocational and Educational Guidance," University of the State of New York Bulletin No. 223, pp. 50-54.



Such persons should be mature in both years and judgment. The ages of 30 and 45 are suggested as the limits for entrance to this work.

- B. Experience. Candidates must present suitable evidence of three years of approved experience. This experience should be such that the counselor will appreciate, by contact, the problems of young people both in school and in employment. Each case will be judged separately. The following types of experience are particularly valuable:

1. Industrial, commercial and professional, exclusive of teaching but inclusive of personnel work.
2. Classroom, shop or laboratory teaching or administrative work in school grades in which counselor expects to work. (This does not include student teaching.)
3. Social case work in social agencies and visiting teacher service within a school system.
4. Participation in local surveys and report writing under supervision or in laboratory case work; and reports on problems related to guidance.

Applicants must furnish evidence of having had satisfactory occupational experience in some kind of work other than teaching. This requirement may be satisfied during the validity of the limited certificate.

- C. Education and special training.

1. Graduation from an approved four-year high school course and the possession of a permanent certificate to teach, or
2. Graduation from an approved four-year high school course and completion of at least three years (in 1933 four years) of approved college work.
3. In addition, all candidates for a certificate to perform guidance activities must present evidence of having completed the following course which may have formed a part of the previous professional training of the applicant:



Such persons should be mature in both years and judgment. The ages of 30 and 45 are suggested as the limits for entrance to this work.

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2. Graduation from an approved four-year high school course and completion of at least three years (in 1933 four years) of approved college work.
3. In addition, all candidates for a certificate to perform guidance activities must present evidence of having completed the following course which may have formed a part of the previous professional training of the applicant:

## General courses

	Credit hours
Educational psychology (psychology of adolescence preferred)	2
Principles of teaching	2
Educational measurements	2
Sociology	2
Economics	2
Principles of secondary education	2
Total	<u>12</u>

## Special courses

Educational and vocational guidance	2
Analysis of the individual and counseling	2
Research and studies in occupational and education opportunities	4
Principles and problems in vocational education	2
Labor problems, legislation and employment conditions	2
Psychological tests in guidance	<u>2</u>
Total	14

(Six credit hours to be elected from the following)

Social problems and case work	2
Industrial history	2
Seminar in occupational and educational opportunities	4
The junior high school	2
The high school curriculum	2
Personnel administration	2
Philosophy of education <sup>1</sup>	2

Section 610 of the Educational Law makes it possible for the authorities of each school district to maintain as a part of the system, a guidance bureau, the purpose of which shall be to conduct such of the following activities as may be established in the particular local system: To provide information and counsel for pupils regarding educational and occupational opportunities; to assemble and maintain cumulative records of pupils; to provide employment and follow-up

<sup>1</sup>Educational Law, Article 22. Op. Cit.



General courses	
2	Education psychology (psychology of
2	intelligence)
2	Principles of teaching
2	Statistical measurements
2	Psychology
2	Economics
2	Principles of secondary education
12	Total

Special courses	
2	Education and vocational guidance
2	Analysis of the individual and counseling
2	Research and studies in occupational and
4	education opportunities
2	Principles and problems in vocational
2	education
2	Labor problems, legislation and employment
2	conditions
2	Psychological tests in guidance
12	Total

(Six credit hours to be elected from the following)	
2	Social problems and case work
2	Industrial history
2	Education in occupational and educational
4	opportunities
2	The Junior high school
2	The high school curriculum
2	Personnel administration
2	Philosophy of education

Section 610 of the Educational Law states it is the duty of the Board of Education to provide for the maintenance of each school district in accordance with the provisions of the system, a guidance bureau, the purpose of which shall be to conduct each of the following activities as may be established in the particular local system: to provide information and counsel for pupils regarding educational and occupational opportunities; to assemble and maintain cumulative records of pupils; to provide employment and follow-up

service for minors; to conduct research studies of pupils and the local educational and occupational opportunities."

The provision in clause "g" of Section 610 for a supervisor of vocational and educational guidance to be employed by the state education department has made it possible for local school authorities to enjoy the co-operation of a guidance expert, and for a program affording state-wide guidance service to go steadily forward under capable supervision.

One of the recent outstanding contributions of the present Supervisor of Vocational and Educational Guidance, George E. Hutcherson, was Bulletin No. 963, published in 1930, entitled "Vocational and Educational Guidance."

The purpose of this bulletin, as stated on page 11, "..... is to place before school superintendents, principals and other school administrators, a statement of the nature, purpose and organization of educational and vocational guidance in junior and senior high schools."

The bulletin, offered as an administrative aid in inaugurating or supplementing a program of guidance, includes such topics as:

- Need for better guidance
- Guidance Service
  - Pupil study
  - Opportunity study
  - Records
  - Counsel
  - Placement
  - Conference room and equipment
- Organization of guidance program
  - Advisory Committee
  - Central bureau or department
  - The local school



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One of the recent outstanding contributions of the present Supervisor of Vocational and Educational Guidance, George E. Hutchinson, was Bulletin No. 263, published in 1930, entitled "Vocational and Educational Guidance."

The purpose of this bulletin, as stated on page II, "..... is to place before school superintendents, principals and other school administrators, a statement of the nature, purpose and organization of educational and vocational guidance in junior and senior high schools."

The bulletin, offered as an administrative aid in the planning or strengthening a program of guidance, includes such topics as:

- Need for better guidance
- Guidance Service
- Field study
- Opportunity study
- Records
- Counsel
- Placement
- Conference room and equipment
- Organization of guidance program
- Advisory Committee
- Central Bureau or department
- The local school

Organization of group counseling  
 Organization in small high schools  
 Organization in supervisory districts  
 Qualifications of guidance counselors  
     Personality  
     Maturity  
     Experience  
     Education  
     Certification  
 Bibliography<sup>1</sup>

Besides this service of published bulletin material, state contributions to a guidance program in New York include:

1. A teacher-training program
  - a. Special training for vocational and educational counselors.
  - b. Close co-operation of universities in providing guidance courses. (The amount of work offered in guidance in the teacher-training institutions in the state is increasing, and an increasing number of teachers are enrolling for the courses.)
  - c. Amplification and intensification of teacher-training work in guidance particularly in the normal school center at Oswego.
2. Organization of a county guidance program in Rockland County, including such features as:
  - a. A preliminary survey.
  - b. Conferences with school boards.

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<sup>1</sup>Requests for this bulletin should be directed to the University of the State of New York, Albany, New York.



Organization of group counseling  
 Organization in rural high schools  
 Organization in secondary districts  
 Contributions of guidance counselors  
 Personnel  
 Activity  
 Experience  
 Education  
 Certification  
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  - c. Amplification and intensification of teacher-training work in guidance particularly in the normal school center at Oswego.
2. Organization of a county guidance program in Hamilton County, including such features as:
  - a. A preliminary survey.
  - b. Conferences with school boards.

Requests for this bulletin should be directed to the University of the State of New York, Albany, New York.

- c. Financing employment of a full-time guidance director serving the districts employing him.

3. Enactment of guidance legislation.

Much interest is being shown in guidance throughout the State of New York. More than seventy-five communities have now taken definite steps to provide some organized guidance service to pupils. In the smaller communities the work usually centers around a course of instruction offered either in the eighth grade or high school.

Mr. George M. Wiley, Assistant Commissioner for Elementary Education in New York, reports that a continuing committee is at work to further these guidance services, which are permissive in this particular state.

#### NORTH CAROLINA

A State Committee on Guidance has been appointed to study the problem of guidance and to formulate a North Carolina State Guidance Program.

Some work in vocational guidance, however, has already been done. The State Department has issued a mimeographed bulletin on vocational guidance setting forth the aims and objectives to be attained, the organization of the guidance program, and the school agencies that are to function in carrying out the program.

Although the bulletin states that "guidance is a continuous proposition, beginning from childhood and running



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Although the bulletin states that "guidance is a continuous proposition, beginning from childhood and running



the whole gamut of life," and is therefore needed in all of the grades in any school system, the program as outlined below is most applicable to grades seven to twelve inclusive.

### I. Aims and Objectives of Guidance

- A. To study the child so as to understand individual differences.
- B. To give special attention to the superior, retarded, or maladjusted child.
- C. To classify pupils and adapt instruction to the individual child as far as possible.
- D. To develop the guidance point of view in all teachers.
- E. To assign pupils to a teacher adviser.
- F. To inform pupils about courses in junior high schools, senior high schools, trade, technical, or commercial schools, and colleges either in the local community or in the surrounding section.
- G. To inform pupils of other methods of training such as apprenticeship, corporation schools, part-time schools, and correspondence schools.
- H. To provide counseling, placement, and follow-up for pupils who are leaving or who have already left the day school.
- I. To provide co-operation with the home by: Home visiting and an acquaintance with the parents' plans and ambitions for the child.
- J. To secure the co-operation of interested citizens, churches, clubs, and other agencies to aid in guiding the child.

### II. Vital places for Guidance.

- A. Pupils approaching their fourteenth birthday.
- B. Pupils leaving the elementary school.
- C. Pupils contemplating a change from one type of school system to another.
- D. Pupils who are failing several subjects.
- E. Pupils leaving high school for college.
- F. Pupils leaving school for work during the school year.
- G. Pupils retarded, maladjusted or superior.
- H. Pupils attending part-time or evening school.

### III. Organization of the Guidance Program.

It is evident that a uniform type of organization of guidance would not fit equally well all of our schools. Therefore a uniform scheme cannot be offered. It would be well for the cities having the largest high schools to



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- B. To give special attention to the superior, retarded, or maladjusted child.
- C. To classify pupils and adapt instruction to the individual child as far as possible.
- D. To develop the guidance point of view in all teachers.
- E. To assist pupils to a teacher adviser.
- F. To inform pupils about courses in Junior High schools, senior high schools, trade, technical, or commercial schools, and colleges either in the local community or in the surrounding region.
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head their program with a full-time counselor. The smaller city schools might well employ a part-time counselor. In the largest number of our schools, however, the principal or a teacher will have to head the program. Each school unit should have a guidance committee. The unit in this case might be a single school, a city system or a county system.

A. Head of the guidance program.

1. Counselor, Dean, Principal, or Teacher

B. Guidance committee, County wide, city wide, or school wide.

1. Head of guidance program
2. Attendance officer or special worker
3. Teachers
4. Librarians
5. Outside agencies, such as:
  - a. Welfare officers
  - b. A representative of a luncheon club
  - c. Y. M. C. A.
  - d. County agent, etc.

C. Duties of the guidance committee.

1. To plan details of the school guidance program
2. To enlist the aid of the entire teaching staff
3. To secure co-operation of civic clubs and other interested citizens.
4. To hold group and individual conferences
5. To make available for students information on occupations and educational institutions.

IV. Methods and Devices for giving Guidance.

A. Through a class in Occupational Information

1. Aims

- a. To encourage students to take part in activities and try-out courses so that they may discover their individual aptitudes, interests, and abilities.



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IV. Methods and Devices for Giving Guidance.

A. Through a class in Occupational Information

1. Aims

- a. To encourage students to take part in activities and try-out courses so that they may discover their individual aptitudes, interests, and abilities.

- b. To obtain a knowledge of many kinds of workers so that students may better understand and appreciate what they do.
  - c. To teach students to realize the relation between school life and the occupational world and to utilize the opportunities afforded by the school.
  - d. To train students for citizenship.
  - e. To put students in touch with accurate, unbiased sources of occupational information and to train them in the best methods of investigation.
  - f. To give students a background of information to enable them to choose more wisely for their educational and vocational future.
  - g. To bring about a spirit of understanding and co-operation in the solution of educational and vocational problems, and to stress those qualities of character which make for success.
  - h. To awaken within the student the idea that he has to play a part in the world of work.
  - i. To urge students to make their own choices based upon accurate information, and then take the next step in their educational or vocational career with understanding, confidence, and a determination to succeed.
2. Fields of work to be considered: (according to classification of the United States' Census.) Agriculture; mining; manufacturing and mechanical industries; trade (business); transportation; professions; clerical occupations; public service; domestic and personal service; home making occupations.
3. A check list to be used in the study of an occupation.
- a. Name of the occupation and its location
  - b. Historic background
    - Is it a new occupation?
    - Is it growing or waning?
  - c. Importance of the occupation
    - Its rank with other occupations
    - How does it contribute to society?
  - d. Statement of duties or tasks
    - What are the main branches, departments, or types of work in this occupation?
    - What things are actually done by persons in this occupation?



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  - g. How does it contribute to society?
  - h. Statement of duties or tasks
  - i. What are the main branches, departments, or types of work in this occupation?
  - j. What things are actually done by persons in this occupation?

- e. Conditions of the work
  - Location: factory, office, outside, inside, etc.
  - Time: hours per day, permanent, temporary
  - Seasonal: day, night, vacation
  - Posture: standing, sitting, stooping, etc.
  - Speed: quick, moderate, slow
  - Degrees of automaticity: varied, routine, monotonous
  - Health hazards: ventilation, illumination, nerve strain, eye strain, physical strain.
  - Accident hazards: travel, machinery, etc.
  - Disagreeable features: dirt, oil, noise, etc.
- f. Economic condition of the activity.
  - Number employed in local community
  - Value of capital invested
  - Value of commercial product
  - Pay to workers
    - Method: daily, monthly, bi-weekly, etc.
    - Rate: range minimum to maximum
    - Bonuses, premiums
    - Penalties for absence, etc.
- g. Preparation
  - What education or training is necessary or desirable?
    - School or trade
    - What experience is required? What is the method of entrance into the occupation and what is the order of promotion?
- h. Qualifications
  - Special personal qualities that seem desirable
    - Physical, mental, moral
- i. Advantages and disadvantages of the occupation which are based on a summary of the opinions expressed in answering the above analysis.

## B. Through the school subjects

### 1. English

- a. Guidance projects may be worked out through oral and written composition. Examples of such projects:
  - (1) Why am I Going to School?
  - (2) What My School Offers
  - (3) If I Would Succeed
  - (4) For What am I Best Suited?
  - (5) Why Should I Go to College?



- a. Conditions of the work  
 Location: factory, office, outside, inside, etc.  
 Time: hours per day, permanent, temporary  
 Season: day, night, vacation  
 Posture: standing, sitting, stooping, etc.  
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 Rate: range minimum to maximum  
 Bonuses, premiums  
 Penalties for absence, etc.
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 What education or training is necessary or desirable?  
 School or trade  
 What experience is required? What is the method of entrance into the occupation and what is the order of promotion?
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- (6) Why I Wish to Be a Nurse
- (7) The Part I Should Like to Play in High School
- (8) Why Should I, a Lawyer, be Interested in Community Problems?
- (9) Why I am taking the Commercial Course in High School
- (10) My Choice of a College
- (11) Reports of Interviews with Business Men and Women
- b. Biography furnishing most direct assistance in vocation reading.
- c. Essays emphasize the dignity and nobility of work.
- d. Poetry is full of appeal to the fundamental qualities of character.
- e. Fiction contains many illustrations of characters who have failed due to lack of guidance.

## 2. Social Science

- a. Vocational Civics: Survey of the ten fields of occupational information.
- b. Projects in geography, use of films, pictures, etc., will teach how and where occupations are carried on. Center such instruction around the occupations in the country or section being studied. For example, when studying industrial Great Britain, study the field of manufacturing.
- c. History may be used to teach the rise and developments of the industrial world, and the influence of the Industrial Revolution, etc.
- d. Sociology, Economics and Problems in American Democracy teach the problems of labor and capital, working conditions, problems of finance, child labor, women in industry, and unemployment.

## 3. Industrial Art, Household Art, Commercial Art

- a. Specific guidance as related to these subjects.
- b. Economic and social facts pertaining to these subjects.
- c. Trips to industries.
- d. Community surveys.
- e. Local opportunities for employment.
- f. Use of industrial films.



- (8) Why I wish to be a Nurse
- (7) The Part I Should Like to Play in High School
- (8) Why Should I, a Lawyer, be Interested in Community Problems?
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### C. Guidance through the Home Room.

#### 1. Duties of the Home Room Teacher

- a. To help the pupil to adjust himself to the new situation in which he is placed.
- b. To follow up failures and attempt to discover the causes.
- c. To show the pupil the relation of his school work to the life outside of school.
- d. To teach the pupil how to obtain occupational information and how to evaluate it.
- e. To teach the value of a many-sided, well-rounded development.
- f. To guide the pupil in the development of a personality which will be an asset to him.
- g. To keep the parents informed about the progress of the child and discuss with them the success as well as his failures.
- h. To anticipate withdrawals from school.

#### 2. Methods of carrying on Home Room Programs

- a. Informal discussions led by the teacher or a pupil.
- b. Programs planned and given by pupils under the direction of the teacher.
- c. Plays, pageantry, and dramatizations.
- d. Debates and lectures
- e. Committee work
- f. Intra-home room contests
- g. Inter-home room contests
- h. Exchange of home room programs
- i. Talks by teachers or pupils from other home rooms.
- j. Outside speakers.

#### 3. Suggested types of home room programs.

- a. Orientation programs: explanation of physical equipment, organization, rules and regulations of the school, get acquainted games.
- b. Educational guidance: explanation of courses, how to study, analysis of marking system, reasons for continuing an education, choice of a college.
- c. Vocational guidance: how to find out about a vocation, what to consider in choosing a vocation, how school studies relate to the occupational world, how to apply for a position.



# C. Guidance through the Home Room.

## 1. Duties of the Home Room Teacher

- a. To help the pupil to adjust himself to the new situation in which he is placed.
- b. To follow up failures and attempt to discover the causes.
- c. To show the pupil the relation of his school work to the life outside of school.
- d. To teach the pupil how to obtain occupational information and how to evaluate it.
- e. To teach the value of a many-sided, well-rounded development.
- f. To guide the pupil in the development of a personality which will be an asset to him.
- g. To keep the parents informed about the progress of the child and discuss with them the success as well as his failures.
- h. To anticipate withdrawals from school.

## 2. Methods of carrying on Home Room Program

- a. Informal discussions led by the teacher or a pupil.
- b. Programs planned and given by pupils under the direction of the teacher.
- c. Plays, pageants, and dramatizations.
- d. Debates and lectures.
- e. Committee work.
- f. Intra-home room contests.
- g. Inter-home room contests.
- h. Exchange of home room programs.
- i. Talks by teachers or pupils from other home rooms.
- j. Outside speakers.

## 3. Suggested types of home room programs.

- a. Orientation programs: explanation of physical equipment, organization, rules and regulations of the school, set of organized games.
- b. Educational guidance: explanation of courses, how to study, analysis of marking system, reasons for continuing an education, choice of a college.
- c. Vocational guidance: how to find out about a vocation, what to consider in choosing a vocation, how school studies relate to the occupational world, how to apply for a position.



- d. Guidance for leisure: grouping of students into interest groups, giving each the opportunity to plan a program.
- e. Social guidance: how to develop leadership and followership, meaning and purpose of student activities, evaluation of clubs, social etiquette, manners and customs, importance of personality.
- f. Moral guidance: making of home room codes, self-rating for students, success--what it is and how it is won.

#### D. Guidance Through Assembly Programs

- 1. Speakers from the business world on vocations. (Select speakers with care and provide them with an outline of the main points you wish emphasized.)
- 2. Talks by principal, counselor or students.
- 3. Educational films.
- 4. Vocational pageants and other dramatizations of life situations.
- 5. Recognition given to honor students in scholarship as well as to winners of extra-curricular contests.

#### E. Libraries

- 1. Shelves reserved for books and pamphlets on vocations.
- 2. Shelves reserved for college catalogues.
- 3. Bulletin boards for the display of materials on colleges and vocations.
- 4. Display of vocational posters.
- 5. Collection and filing by librarians of pamphlet materials on vocations.
- 6. Arrangement by librarians of bibliographies on vocations.
- 7. Personal interest of librarians in the vocational and avocational interests of the pupils.

#### F. Guidance Week: (One week set aside each year to bring students into closer contact with the business life of the community, and to emphasize the need of occupational information and of careful planning for a life work).

- 1. Students may be grouped according to their vocational interests and speakers may be secured to speak with the groups.
- 2. Conferences and interviews with business men and women who are invited to come to the school during guidance week.



6. Guidance for leaders: grouping of students into interest groups, giving each the opportunity to plan a program.
7. Social guidance: how to develop leadership and followership, meaning and purpose of student activities, evaluation of clubs, social etiquette, manners and customs, importance of personality.
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3. Home room programs planned for vocational guidance purposes.
4. School publications co-operate by devoting their paper for this week to guidance.
5. Vocational posters displayed during the week.
6. Guidance values of all school subjects stressed during this week.

#### G. Extra-Curricular Activities

1. Encourage those activities which are of real value and urge sponsors to see that they make a real contribution to the life of the child. Such activities are often try-outs which may later serve as vocational or avocational value.
2. Occupational clubs such as Radio, Aeronautics, Science, Photography, Etc.

Each division of the above outline in the program is supplemented by an adequate bibliography included to widen the scope of the suggestions set forth in the program.

Mr. Highsmith, Director of the Division of School Inspection, writes that although the program is designed for grades seven to twelve inclusive, the work is carried on mainly in the first year of high school, usually under the direction of the principal, the teacher of social studies, or such other person as may be equipped and who is assigned to this work by the principal. Some of the large schools, he adds, have Directors of Vocational and Educational Guidance to put the work into effect.

North Carolina has reached that advanced stage where the educational leaders throughout the state believe that guidance is an essential part of a program of education and that there is a need for some systematic program. It was with this belief that the above program was suggested in



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#### OREGON

The Oregon High School Principals' Association in 1929 appointed a committee on Student Guidance. The committee has made a study of guidance practices and developments in Oregon and has recommended a plan printed in the Second Annual Report of the Oregon High School Principals' Conference. This is being set up as the State guidance program for high schools. It emphasizes the use of a pupil folder, cumulative records, and counselors appointed from among the teachers, one to each fifty pupils in the larger high schools and the principal as counselor in the smaller high schools. One activity that should be mentioned is the field work of the Oregon State College in giving counseling service. Among other features have been bulletin service, a campus vocational guidance conference for high school seniors, and college conference field service extended to local high schools throughout the state.

#### PENNSYLVANIA

Pennsylvania has led the way in developing a statewide program of guidance. The first state guidance program had its beginnings in 1920 as a special problem assignment in vocational guidance for a Supervisor in the State Bureau of Vocational Education. This study led to a wider interpretation of guidance and, in 1921, to a State Department



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Committee on Guidance. This in turn made possible a state-wide committee, a tentative state guidance program, tryouts in typical centers, guidance bulletins, and the full-time assignment of a state supervisor of guidance on October 1, 1924. Further developments included a teacher-training program, guidance demonstration districts in forty-nine counties, certification in guidance, special guidance work in parental education, and in the present stage, a "County Minimums" program in guidance set up so far this year in twenty-six counties under the leadership of county superintendents' and principals' groups.

The Pennsylvania program with its many, well-organized and well-developed guidance services cannot be adequately described in a few pages. However, one of the developments of a comparative study undertaken by a Department Committee on Guidance, working in co-operation with a State Advisory Committee on Guidance, was the preparation of a "General Bulletin on Guidance" in 1927 which attempted to bring together under one cover the various important guidance factors in the schools. This bulletin, issued as a preliminary statement looking toward the development of the Pennsylvania guidance program, sets forth the following aims and objectives, and agencies and methods in a guidance program:

#### I. AIMS AND OBJECTIVES

##### A. General Aims of a Guidance Program

1. To provide an educational service adapted to the individual needs of child and youth.



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# I. AIMS AND OBJECTIVES

## A. General aims of a guidance program

1. To provide an educational service adapted to the individual needs of child and youth.



2. To enrich school service through adequate articulation with home and community.

#### B. Specific Aims of a Guidance Program

1. To study and, as far as possible, to understand individual differences, beginning with pupils in the kindergarten and in the first grade.
2. To give special attention to the child who is very different from his fellows and, therefore, unadjusted to school life.
3. To provide adequate classification of pupils with respect to subject instruction and related school activities.
4. To promote and to develop the guidance point of view of the teacher. By this we mean knowing more about pupils taught, and teaching with a view particularly to individual capacities, needs, interests, and outlook on life.
5. To promote co-operation with the home, by securing:
  - a. Normal home contacts by teachers
  - b. Specialized home visiting on case work basis
  - c. Helpful home conditions and parental emphasis on preparation of school work
6. To assign each pupil to a teacher advisor, in a departmental program.
7. To inform pupils about occupations, curricula in junior high school, high school, and higher institutions and their occupational correlations. To promote school attendance through such information, and also through scholarships, part-time employment and curriculum adjustment. To show the value of education.
8. To provide counseling, educational and occupational placement, and follow-up, for pupils in the schools and for those who have left the schools and are seeking occupational adjustment and readjustment.
9. To stimulate self-guidance.
10. To provide a more complete co-operation with those agencies in the community which can contribute to the development of the guidance service.

## II. AGENCIES AND METHODS IN A GUIDANCE PROGRAM

### A. The Junior and Senior High Schools as Guidance Units



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  - a. Normal home contacts by teachers
  - b. Specialized home visiting on case work basis
  - c. Normal home conditions and parental emphasis on preparation of school work
6. To assign each pupil to a teacher adviser, in a departmental program.
7. To inform pupils about occupations, especially in relation to high school, high school, and higher education, and their occupational correlations. To promote school attendance through such information, and also through scholarship, part-time employment and curriculum adjustment. To show the value of education.
8. To provide counseling, educational and vocational placement, and follow-up, for pupils in the schools and for those who have left the schools and are seeking occupational adjustment and readjustment.
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## II. AGENTS AND METHODS IN A GUIDANCE PROGRAM

1. The Junior and Senior High Schools as Guidance Units

1. Beginning with various guidance services
2. The Committee on Guidance
  - a. Functions of the committee
    - (1) To plan the details of the school guidance program
    - (2) To bring about the participation of the entire teaching staff
    - (3) To develop effective counseling
    - (4) To co-operate with other school committees in the development of guidance features
3. Guidance Committee leadership and school counseling
4. The school counseling service
  - a. Factors particularly adapted to the elementary schools and the small high schools:
    - (1) A box, file or drawer for 9" by 12" or smaller folders or envelopes, that may be securely locked.
    - (2) A set of manila folders or envelopes, one for each pupil.
    - (3) Information from previous classes and schools
    - (4) Self-analysis information sheet or form
    - (5) Present scholastic records
    - (6) Estimates from present teachers on matters other than scholastic records
    - (7) Correspondence and home visit data
    - (8) A conference record card
    - (9) An up-to-date file of catalogs for colleges and special schools
    - (10) A general bibliography of vocations
    - (11) A list of teachers in the school and friends of the school who are competent and glad to advise pupils either about institutions of higher learning they may have attended or occupations in which they are experienced.
5. Faculty study of guidance
  - a. There should be a teacher conference program on guidance
6. Guidance material developed as projects
  - a. In the seventh grade the period is given to a study of school opportunities



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- a. Factors particularly adapted to the elementary schools and the small high schools:
  - (1) A box, file or drawer for "B" or "C" folders or envelopes, that may be securely locked.
  - (2) A set of Manila folders or envelopes, one for each pupil.
  - (3) Information from previous classes and schools
  - (4) Self-analysis information sheet or form
  - (5) Present sociological records
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- a. There should be a teacher conference program on guidance

#### 6. Guidance material developed as projects

- a. In the current year the period is given to a study of school opportunities

- b. In the eighth grade is an extensive study of the five vocational fields of agriculture, commerce, industry, professions and home-making and their correlation with school levels
- c. The ninth grade offers a more intensive study of education and vocations in the major field toward which a pupil's elections point

- 8. Assembly programs
- 9. The library
- 10. Co-operation among schools
- 11. The teacher, the home room and the class
- 12. Home visiting

Besides outlining a program for the elementary, junior high and senior high schools, the bulletin considers such phases of guidance as the following, all of which indicate the wide range of the Pennsylvania program:

#### The Problem of Guidance

- Recognition of the Problem
- The Problem of the Pupil
- The Problem of the Teacher
- The School District's Relation to the Problem
- The Community's Relation to the Problem

#### The Program of Guidance

- Aims and Objectives
- General Factors in Organization
- Guidance Organization for a City School System
- Guidance Organization for Township and Borough School Districts
- Agencies and Methods in a Guidance Program
- The Community Guidance Federation or Council

#### Material on Guidance

- Suggestive Forms for a School Guidance Bureau
- Guidance Material from Various Cities
- Fifty Guidance Projects
- Suggestive Outlines for the Study of Occupations

#### Teacher Training in Guidance

- Suggestions for Teacher Training
- A Professional Reading and Conference Program
- Suggested Presentation of Guidance for Institute Programs



- b. In the night grade is an extensive study of the five vocational fields of agriculture, commerce, industry, professions and home-making and their correlation with social levels.
- c. The night grade offers a more intensive study of education and vocations in the major field toward which a pupil's education points.

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The essential features of the program which have proved their worth in demonstration centers are at present being written up in a new bulletin form, and will be published in a general administrative state manual, listed as Bulletin No. 59, copies of which may soon be secured through the Department of Public Instruction, Harrisburg, Pennsylvania.

The Pennsylvania program has never been made mandatory. With the inclusion of certain tried and tested guidance procedures in the new state manual referred to above, however, the main items of the state program will be required for state classification of public schools.

Other state guidance publications include pamphlets entitled, "A Seventh Grade Course in School Opportunities" and "An Eighth Grade Course in Occupations." A third pamphlet for a ninth grade course to complete the series is about to be printed.

The Pennsylvania program has already had a statewide influence. More than eight hundred schools now have counselors or advisers on an extra-curricular, part-time or full-time basis, or have established group guidance through classes in school opportunities and occupations. Teacher training courses in guidance are being offered in all Pennsylvania State Teachers' Colleges and in five Universities.



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A helpful factor in present developments is the Pennsylvania Study being made by the Department of Public Instruction in co-operation with the Carnegie Foundation and the Pennsylvania Association of College Presidents for the purpose of outlining a ten-year educational program for the State. The principal tool in this study is the highly developed American Council cumulative folder plan or its modifications, unfolding as it does life interests, aptitudes, and achievements. No small contribution has been the series of state conferences arranged in connection with the study.

The Pennsylvania program of guidance has been developed over a period of years, under an organization that has won the co-operation of educators throughout the state to the cause of guidance; it has been unfolded gradually, and is today an integral part of the state program of education.

Other states may well look to the Pennsylvania program for suggestions in developing a state guidance service in their own localities.

#### VIRGINIA

The Virginia state program of guidance was inaugurated in 1929 with the Superintendent's assignment of C. J. Hyslup, now Assistant Supervisor of Secondary Education, to be officially in charge of guidance.

Mr. Hyslup's accomplishments for the year 1929-30 included:



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1. Conferences with administrators and teachers in sixty-six high schools.
2. A large number of county visits.
3. A survey of 2400 high school graduates in college, from the point of view of high school guidance.
4. Conferences with county superintendents leading to a county committee on vocational and educational guidance in ten counties; and county guidance programs worked out in these counties.

Two important developments in the State program have been the organization of classes in occupational information and the issuing of a new state course of study in Vocational Civics.

There are approximately eighty high schools now having separate classes in occupational information. A large number of schools are also correlating occupational information with the subject matter already included in the curricula.

Teacher-training work, so important to a state program of guidance is receiving attention in this state, as evidenced by the fact that summer teacher-training classes were held during 1930 in four Virginia colleges.

The guidance material which has been issued through the state department is being offered only as suggested material for organization and supplementary work for guidance programs in the individual high schools.



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## WASHINGTON

State guidance service in Washington is limited at present to the junior high schools.

The State Department of Education has issued a "Junior High School Manual" the purpose of which is to evaluate and standardize certain administrative procedures for the junior high schools of the state.

One section of the manual with the title "Guidance in the Junior High School" sets forth aims and methods of procedure which may be used as guide posts by those who have the work of guidance in the junior high school.

The administration of the guidance program requires a guidance director or counselor, working under the direction of the principal and assisted by the homeroom teacher, the classroom teacher, the librarian, the club sponsors, physical directors and school nurse. In addition to information gathered from these sources, intelligence and achievement tests, home visits, and pupil conferences will aid the counselor in helping the student to find himself in the various opportunities offered by the school. In the small school the principal may be the guidance director. An outline summary of the suggestions and aims of this program, touching as it does the principal guidance possibilities in the junior high school, is worthy of note.



THE SCHOOLS

The first of the schools is the school for the blind, which is situated in the city of New York. It is a very old school, and has a long history. The school is for the blind, and the children are taught to read and write. The school is very well managed, and the children are very happy. The school is a very good example of a school for the blind.

The second of the schools is the school for the deaf, which is situated in the city of New York. It is a very old school, and has a long history. The school is for the deaf, and the children are taught to read and write. The school is very well managed, and the children are very happy. The school is a very good example of a school for the deaf.

The third of the schools is the school for the feeble-minded, which is situated in the city of New York. It is a very old school, and has a long history. The school is for the feeble-minded, and the children are taught to read and write. The school is very well managed, and the children are very happy. The school is a very good example of a school for the feeble-minded.

The fourth of the schools is the school for the insane, which is situated in the city of New York. It is a very old school, and has a long history. The school is for the insane, and the children are taught to read and write. The school is very well managed, and the children are very happy. The school is a very good example of a school for the insane.

The fifth of the schools is the school for the idiotic, which is situated in the city of New York. It is a very old school, and has a long history. The school is for the idiotic, and the children are taught to read and write. The school is very well managed, and the children are very happy. The school is a very good example of a school for the idiotic.

The sixth of the schools is the school for the imbecile, which is situated in the city of New York. It is a very old school, and has a long history. The school is for the imbecile, and the children are taught to read and write. The school is very well managed, and the children are very happy. The school is a very good example of a school for the imbecile.

The seventh of the schools is the school for the epileptic, which is situated in the city of New York. It is a very old school, and has a long history. The school is for the epileptic, and the children are taught to read and write. The school is very well managed, and the children are very happy. The school is a very good example of a school for the epileptic.

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## AIMS OF GUIDANCE

A. General

To give intelligent and sympathetic counsel to each and every child that he may best adjust himself to the variety and complexity of present-day demands

B. Specific

1. To place each child in the class in which he properly belongs by means of a testing program, reorganization of classes, and other data recorded in the personnel files.
2. To give personal attention to mal-adjusted children, through assistance to opportunity teachers and the formulation of special programs of studies, based upon a careful investigation of these individuals.
3. To advise the great majority of normal pupils in the selection of their electives in grades eight and nine through directing the homeroom teachers.
4. To utilize all the resources of the school, the medical department, the child-study laboratory department, and to file same in the individual record folders.
5. To further the understanding of the child through home visits.
6. To advance the guidance program through the classroom teacher, the home-room teacher, the librarian, the teacher of occupation studies, and the sponsors of the activity program.
7. To check adjustments by follow-up work.

## OUTLINE OF EDUCATIONAL GUIDANCE

The seventh, eighth and ninth grades

## A. The Collection and Organization of Personnel Data

1. Capacity for school achievement.
2. Educational status--both initial and periodic.
3. Special abilities and aptitudes.
4. Scholastic interests and ambitions.
5. Vocational inclinations and experience.
6. Habits, attitudes, and temperamental characteristics.
7. Any other essential for student personnel adjustment.



# AIMS OF GUIDANCE

## A. General

To give intelligent and sympathetic counsel to each and every child that he may best adjust himself to the variety and complexity of present-day demands

## B. Specific

1. To place each child in the class in which he properly belongs by means of a testing program, reorganization of classes, and other data recorded in the personnel files.
2. To give personal attention to mal-adjusted children, through assistance to opportunity teachers and the formation of special groups of studies, based upon a careful investigation of these individuals.
3. To advise the great majority of normal pupils in the selection of their objectives in grades eight and nine through directing the personnel teachers.
4. To utilize all the resources of the school, the medical department, the child-study laboratory department, and to file same in the individual record folders.
5. To further the understanding of the child through home visits.
6. To advance the guidance program through the classroom teacher, the home-room teacher, the librarian, the teacher of occupation studies, and the sponsors of the activity program.
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6. Habits, attitudes, and temperamental characteristics.
7. Any other essential for student personnel adjustment.



## B. Adjustments--Group and Individual

1. Classification of students and placement in courses according to capacities, aptitudes, interests and objectives.
2. Organization and supervision of classes in group guidance, orientation, home-room guidance, or extra-curricular activities.
3. Guidance of students in the development of educational plans, including the making of programs for each semester.
4. Guidance of students in the development of vocational and avocational plans.
5. Any follow-up needed to check the efficiency and effectiveness of guidance.
6. Co-operation with the central agency for placement and follow-up in part-time vocational experience where necessary or desirable.

## C. Special Cases of Maladjustment

1. Administering individual tests for ascertaining the mental capacities of the students.
2. Diagnosing cause of social maladjustment.
3. Ascertaining the personality difficulties of students and assisting them in overcoming such difficulties.
4. Analyzing case histories of students and advising teachers and students in the light of such findings.
5. Advising ninth grade students regarding senior high school courses with graduation as the goal for some and the university for others.

## COUNSELING THE INDIVIDUAL CHILD

### A. General Aims

1. To orient, or adjust, the psycopath; the nervous child; the socially maladjusted; the educational misfit; the over-sized and over-aged.
2. To rearrange their programs; to place them in their proper courses; to stimulate and encourage them to stay on until an adjustment has been made, and thus hold them in school.
3. To listen to their troubles and straighten them out if possible.
4. To gain the sympathy of their teachers for them through providing such personal and intimate knowledge of their case histories as will arouse the teacher's interest in their special problems.



## B. Adjustment--Group and Individual

1. Classification of students and placement in courses according to capacities, aptitudes, interests and objectives.
2. Organization and supervision of classes in group guidance, orientation, home-room work, or extra-curricular activities.
3. Guidance of students in the development of educational plans, including the making of programs for each semester.
4. Guidance of students in the development of vocational and avocational plans.
5. Any follow-up needed to check the efficiency and effectiveness of guidance.
6. Co-operation with the central agency for placement and follow-up in post-graduation experience where necessary or desirable.

## C. Special Cases of Misadjustment

1. Administering individual tests for assessment of the mental capacities of the students.
2. Diagnosing causes of social maladjustment.
3. Assessing the personality difficulties of students and assisting them in overcoming such difficulties.
4. Analyzing case histories of students and advising teachers and students in the light of such findings.
5. Advising high grade students regarding senior high school courses with graduation as the goal for some and the university for others.

## CONSIDERING THE INDIVIDUAL CHILD

## A. General Plan

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3. To listen to their troubles and sympathize with them if possible.
4. To gain the sympathy of their teachers for them through providing such personnel and intimate knowledge of their case histories as will arouse the teacher's interest in their special problems.

5. To give individual counsel in vocational matters, and to acquaint the pupil with sources of material in these subjects.
6. To guide his choice of courses through the Junior and Senior High Schools. This is accomplished largely through guidance of the classroom teacher.

#### B. How Accomplished

1. Individual conferences
  - a. Social, Moral, Educational, Vocational, Health, in nature
  - b. With parents, nurse, principal, teacher, social worker, psychiatrist, doctor, neighbors, juvenile court officials.
2. Placement
  - a. Forming general classes
  - b. Adjustment
  - c. Part-time
  - d. Special programs
3. Programming
  - a. Coach advisory teachers on the making of programs
  - b. Gather and distribute necessary material
  - c. Make out irregular programs
  - d. Make special programs
  - e. Check all four-year programs
4. Follow-up Work
  - a. Watch all adjusted pupils, especially those who have been returned to regular classes from opportunity classes.
5. Vocational Information
  - a. To pupils
  - b. To teachers
  - c. To classes
  - d. To provide library material

### GUIDANCE IN THE NINTH GRADE

#### A. Introduction

The same plan of guidance of the seventh and eighth years continues. In addition to this, a special



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## 3. Programming

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The same plan of guidance of the seventh and eighth years continues. In addition to this, a special

form of guidance is given to the ninth graders in the realm of vocational guidance by means of life-career classes. Also the high school programs of the children are carefully checked and planned so that they may take courses for which they are best fitted.

#### B. Aims of Vocational Guidance

1. To furnish a place for discussing the characteristics which make for success, the possibilities of co-operation, the problems involved in each of the main groups of occupations, and the underlying causes which are bringing about changes and development.
2. To awaken the interest of the child in the question of occupational life and thereby lead him to a habit of serious thinking about these issues which should remain with him through his life.

#### VOCATIONAL GUIDANCE ACTIVITIES

##### A. Study of Occupations

Vocational guidance is chiefly given through the classes in Occupations. The following points should be stressed:

1. To give a general understanding of the nature of occupations, the methods of employment, and the limits for success in such pursuits.
2. To acquaint the pupil with the many ways in which people earn a living, placing constant emphasis on the workers and the dignity of labor.
3. To give an appreciation of the problems and conditions which confront people in these occupations.
4. To acquaint them with the methods of studying an occupation so that they can make an intelligent choice of a life work.
5. To make them acquainted with the possibilities that are open in such opportunities.
6. To stimulate and encourage interest in further education.
7. To prepare children for a better understanding of occupational problems.

##### B. Survey of Occupational Opportunities

1. All forms of business and industry open to juniors.



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### B. Survey of Occupational Opportunities

1. All forms of business and industry open to juniors.

- a. Description of business
- b. Full statement of entrance requirements
- c. Wages, entrance, minimum and maximum
- d. Learning opportunities
- e. Promotions
- f. Limitations and restrictions
- g. Hazard--physical and moral
- h. Status
- i. Developing or growing
- j. Breaking up or specializing
- k. Seasonal
- l. Mechanical
- m. Unionized
- n. Source of labor supply
- o. What is the proportion of trained workers to the demand?

#### C. Occupations to be studied

- 1. Agriculture
- 2. Forestry
- 3. Animal Husbandry
- 4. Manufacturing
- 5. Transportation
- 6. Public Service
- 7. Professional Service
- 8. Domestic and Personal Service
- 9. Clerical occupations

First: Take up chief characteristics and differences of the large group of occupations in order that the pupils may have a broad view of their opportunities.  
 Second: Selective occupations for special study must be based upon need and opportunity of the locality.

#### D. An Outline for the Study of Occupations

- 1. Nature of the work
- 2. Main advantages and disadvantages
  - a. Factors that interest and develop the worker
  - b. Factors that cause physical or nervous strain
  - c. Factors that restrict mental growth
  - d. Factors that are in other respects important as affecting the welfare of workers (i. e., Liabilities to accidents, occupational diseases)
- 3. Qualifications and training needed
  - a. General education



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- c. Wages, expenses, minimum and maximum
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- e. Promotions
- f. Limitations and restrictions
- g. Hazards--physical and mental
- h. Status
- i. Developing or growing
- j. Dressing up or specializing
- k. Seasonal
- l. Mechanical
- m. Unskilled
- n. Source of labor supply
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### E. Qualifications and Training needed

- a. General education

- b. Necessary technical education
  - c. Manipulative skill
  - d. Other requirements--qualities such as accuracy
- 4. Possibilities and requirements of occupation
  - a. Provision made for systematic instruction
  - b. Necessary technical knowledge
  - c. Manipulative skill
  - d. Extent to which occupation can be learned in establishments
  - e. Line of promotion
- 5. Remuneration
  - a. Wages
  - b. Special
- 6. Hours of work
- 7. Seasonal demand for work
  - a. Busy seasons
  - b. Slack seasons
  - c. Fluctuations in employment
- 8. Are workers organized?
- 9. Entrance age
- 10. Time required to learn duties
- 11. Does supply of labor meet demand?
- 12. Is demand for labor increasing or decreasing?
- 13. What is the source of supply?
- 14. Common deficiencies of workers

#### E. Types of Occupational Material

- 1. Printed Matter
  - a. Industrial Studies
- 2. Occupational studies
  - a. Books
  - b. Magazines and current papers
- 3. Illustrative and demonstration material
  - a. Product material
  - b. Occupational material
  - c. Plans or outlines for analyses

#### F. Methods of Teaching

- 1. Class reports and discussions



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#### 15. Methods of Teaching

- 1. Class reports and discussions

2. Lectures
3. Visitors giving talks
4. Try-out courses
5. Life-Career clubs
6. Visits to industrial plants

#### THE LIBRARY IN RELATION TO GUIDANCE

##### A. Aims of Librarian

1. To supply pupils with the necessary reference and reading material.
2. To guide and direct pupils in their reference work and assist teachers in making reference lists.
3. To take part in school and community projects through reference service.
4. To be of service to the teachers and pupils individually and in groups so that all the activities of the school will receive guidance and obtain the most benefit from its resources.
5. To organize library materials for school service.
6. To give instruction in the use of books and libraries.
7. To give library instruction as a vocation.
8. To foster reading for information and encourage reading for pleasure.
9. To keep pupils interested in school work by clever advertising.
10. To share with the school in discovering the interests of the pupils through their reading.

##### B. Suggestions

1. A librarian who understands children should be in charge.
2. A fund for adding new books each year to the library is necessary.
3. A special shelf devoted to vocational subjects is worth while. This may include pamphlets, pictures, clippings and periodicals dealing with various industries, professions and commercial enterprises in general. Attractive notices of the existence of this shelf should be posted on bulletin boards.
4. Instruction can be given in library practices to stimulate its vocational side.
5. Knowledge of community outside of school is needed.
6. Co-operation with local library agencies is necessary.



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## GUIDANCE THROUGH EXTRACURRICULAR ACTIVITIES

One of the most fertile fields for discovering students' inclinations has been found in extracurricular activities. In this type of work, pupils naturally select the particular thing that interests them most, whether vocational or avocational in nature. Very often, recognition in one of these activities has been the means of solving a difficult guidance problem by motivating the student's work through his new interests.

## A. Aim

1. To provide and promote those desirable activities that contribute to the civic and social life of the individual.

## B. Activities

- |                            |                           |
|----------------------------|---------------------------|
| 1. School government       | 4. School publications    |
| 2. Home-room organizations |                           |
| 3. Assemblies              | 5. Boys' and Girls' Clubs |
|                            | 6. Activity clubs         |

## 1. School Government

- a. Aim--(1) To give an opportunity to the student in the practice of self-direction under faculty guidance.
- (2) To develop qualities that establish complete citizenship, emphasizing leadership, initiative, co-operation and intelligent obedience to authority.
- (3) Desirable Characteristics--Simple in organization and direct in methods.
- (4) Avoid delegating penalty-inflicting powers.

## 2. Home-room Organizations

## a. Aim of Teacher

- (1) To guide and counsel her group regarding all the ideals of the school.
- (2) To develop with the students high standards of effort and scholarship.

## b. Suggestions--Besides the daily ten-minute



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- (2) To develop qualities that establish complete citizenship, emphasizing leadership, initiative, co-operation and intelligent obedience to authority.
- (3) Establish characteristics--staple in organization and direct in methods.
- (4) Avoid delegating penalty-inflicting powers.

## 2. Home-room Organizations

### a. Aim of Teacher

- (1) To guide and counsel new group members into the life of the school.
- (2) To develop with the students high standards of effort and scholarship.

### b. Suggestions--Besides the daily ten-minute

period of counseling, provide a half-hour period once a week for class-meeting purposes.

- (1) Aim--(a) To give training in parliamentary procedure.
- (b) To get students to discuss and think about the ideals that are desirable for them to have.
- (2) Accomplishments
  - (a) Direct needs of school met.
  - (b) Right attitudes developed.

### 3. Assemblies

- a. General Aim--To train for constructive citizenry through mass instruction.
- b. Specific Aims

- (1) To foster proper school spirit and unity.
- (2) To develop leadership.
- (3) To encourage self-expression and self-confidence.
- (4) To provide programs that are interesting, inspirational and instructional.
- (5) To give audience training by practice in proper conduct needed at public gatherings.
- (6) To inspire a spirit of service.
- (7) To further certain movements for the welfare of the school.

#### c. Types of Assemblies

- (1) Inspirational--Patriotic, Thanksgiving, Christmas, Exhibit days, Fine Arts, Talks by principal, teachers, pupils, ministers and lectures by professional business men and women
- (2) Instructional--Pertaining to the school. Election and installation of officers. Report of home-room or club activities. Demonstration of class work. Proper diet and physical education. Thrift, library, pep meetings. Vocational talks. Good English. Safety first. Clean-up-week. Fire Prevention.



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- (b) To get students to discuss and think about the ideals that are desirable for them to have.
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#### 4. Assemblies

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- (3) Interesting--Music by artists and pupils. Glee clubs, orchestra, stunts, radio, magic, plays, moving pictures

d. Accomplishments

- (1) Unification and socialization of school
- (2) Audience training--pupils learn to listen and applaud in right manner.
- (3) Inspiration to do nobler things stimulated.
- (4) Pupil participation.
- (5) Mass activity.
- (6) Information given.
- (7) Campaigns for school enterprises launched and closed there.

4. School Publications

a. Aims

- (1) To develop and maintain school spirit.
- (2) To interpret the school to the home.
- (3) To disseminate vocational information.
- (4) To motivate the literary work.

b. Suggestions

- (1) Keynote should be simplicity in form and news.
- (2) Children's work emphasized.
- (3) Articles should not be too deep and finished.
- (4) Something should be left for Senior High Schools.
- (5) Each school should pay for its own paper.
- (6) Newspaper form may be issued bi-monthly.
- (7) This project may be the problem of the printing class.
- (8) The paper staff should receive help from faculty advisers and the English classes.

5. Boys' and Girls' Clubs

- a. Aim--To interest boys and girls in appropriate activities valuable to their special group and to the school as a whole.



(3) Interesting--Music by artists and pupils. Class clubs, orchestras, strata, radio, magic, plays, sewing pictures

#### 6. Accomplishments

- (1) Utilization and socialization of school
- (2) Attendance training--pupils learn to listen and respond in right manner.
- (3) Inspiration to do better things.
- (4) Pupil participation.
- (5) Mass activity.
- (6) Information given.
- (7) Campaigns for school enterprises.

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#### 5. Boys' and Girls' Clubs

- a. Aim--To interest boys and girls in appropriate activities valuable to their special groups and to the school as a whole.

## b. Types of Work

- (1) Special assemblies monthly.
- (2) Drives for general good of group emphasized. No paint, smoking, suitable dress.
- (3) Admirable traits of character stressed as co-operation, courtesy, responsibility, reliability and good sportsmanship.
- (4) Social hours for new girls and boys.
- (5) Parties for each group. (One a semester)
- (6) Helping the school to solve the problems of the socially unadjusted boy and girl.

## c. Suggestions

- (1) Simple in organization.
- (2) Care taken in selection of leaders.
- (3) Work through committees such as: Program Committee, Locker, Lunch-room, Hall, Lavatory, Grounds, Citizenship, School Spirit, Improving Language, Developing Right Attitudes, Stage Committee, Assembly Arrangement, Usher and Dress.
- (4) Dues should be within the reach of all.
- (5) Care should be taken in the choice of outside speakers.
- (6) Get as many in each group to participate as possible.
- (7) Endeavor to make assemblies of the character-building kind.

## 6. Activity Clubs

## a. Aim

- (1) Primary--To train for worthy use of leisure
- (2) Incidental--To provide for further exploratory opportunity in discovering special aptitudes and talents and thus contribute to a life career aim.



## b. Types of Work

- (1) Special assemblies monthly.
- (2) Dinner for general food of group.
- (3) Assemblies. No prize, nothing, multiple prizes.
- (4) Assemblies. Traits of character.
- (5) Assemblies as co-operation, courtesy, responsibility, reliability and good sportsmanship.
- (6) Social hours for new girls and boys.
- (7) Parties for each group. (One a semester)
- (8) Helping the school to solve the problems of the socially unadjusted boy and girl.

## c. Suggestions

- (1) Single in organization.
- (2) Care taken in selection of leaders.
- (3) Work through committees such as: Program Committee, Budget, Lunch-room, Hall, Lavatory, Grounds, Citizenship, School Spirit, Improving Language, Developing Right Attitudes, Stage Committee, Assembly Arrangements, Father and Sons.
- (4) Lines should be within the reach of all.
- (5) Care should be taken in the choice of outside speakers.
- (6) Get as many in each group to participate as possible.
- (7) Endeavor to make assemblies of the character-building kind.

## d. Activity Class

## a. Aim

- (1) Primary--To train for worthy use of leisure.
- (2) Incidental--To provide for further exploratory opportunity in discovering special gifts, tastes and talents and thus contribute to a life career aim.

## b. Suggestive Procedure

## (1) Administration

- (a) Principal--Inspiration.
- (b) Directing Committee--Canvass made of pupils' and teachers' interests. Description of clubs given to committee including name, purpose, activities, and membership requirements.

A most worthwhile guidance bibliography of references to topics mentioned in the above outline completes the section.<sup>1</sup>

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<sup>1</sup>Write to State Department of Education, Olympia, Washington, for copies of the "Junior High School Manual."



B. Suggestive Procedures

(1) Administration

- (a) Principal--Inspection
- (b) Visiting Committee--Lan-  
vers made of pupils' and  
teachers' interests.  
Description of clubs given  
to committee including  
name, purpose, activities,  
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A most worthwhile guidance bibliography of references

to topics mentioned in the above outline completes the

Section I.

## OTHER STATES

As has been previously suggested, there is a great deal of constructive guidance work being done in states which do not profess to have definitely established state programs.

The fact that thirty-nine state departments of education are affiliated with the Committee on State Guidance Programs indicates that they have accepted state guidance service as a worthwhile project and a problem to be solved.

Each of these states is approaching the problem from the standpoint of the needs of its own schools. Although considerable work has been done in many states, guidance programs are still in a formative stage and most states at this time can only make general statements of progress. It is interesting to note the general trends that the various state guidance services are following.

## ALABAMA

With the conviction that the underlying basic purpose of the junior high school is, that young people during early adolescence should have the opportunity of self-discovery through the exploration of their individual interests, aptitudes and capabilities, the State of Alabama has made its most valuable contribution to a state guidance service in the rather detailed organization of occupational studies for its junior high school grades.

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take a program of guidance, there must be a specific consistent plan. The plan for Alabama junior high schools is as follows: In the first semester of Junior High School I, or grade seven, a general survey course in occupations is given to all pupils where the program is followed. The purpose of this book study of occupations is to impress on the beginning junior high school pupil the necessity of realizing that some time or other he will have to undertake an occupation, and to give him in a brief, inclusive way a general knowledge of the whole field. In the second semester of the seventh grade pupils may elect either extra English or a general language. It is intended that the exploratory value of this latter course should be made a large part of the work. Mr. W. L. Spencer, Director of Secondary Education in Alabama, reports that not many schools so far have introduced this course, but that it has been going with increasing speed and is being accepted with enthusiasm by nearly all schools taking it up.

In the eighth and ninth years elective courses in occupations are offered.

The occupational studies for boys, in the first semester of grade VIII, are made up of a series of "tryouts" at various occupations of nine weeks each. If this work continues through grade VIII and the first semester of grade IX, each pupil will have gained some knowledge of at least six typical fields of occupations in the world of work. The



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list of occupations studied would vary, naturally, with the interests, industries, and character of the community, and with the resources of equipment and teaching preparation available to the school. Opportunity is given in the second semester of grade nine for special study in some occupational activity. It is intended that this work shall consist of a series of projects based upon the tentative occupational choice of the pupil. This group of projects would also be varied as the power of the teacher, the equipment of the school, and the industrial resources of the community would permit.

A bulletin "Occupational Studies for Junior High School Boys" was published in 1930 under the direction of the Division of Secondary Education to assist junior high schools in the arrangement for the study of occupations for boys.

Occupational studies for girls begin with the first semester of the eighth grade and are elective. In this grade and continuing through the first semester of grade IX, the work would be in units dealing with the following: foods, clothing, the house, home care of the sick, family finances, care and rearing of children, and so on. Such a course should give a certain minimum amount of knowledge and skill. In addition it should offer a girl an opportunity to find out if she desires to follow certain lines of work that grow directly out of the various phases of home economics such as dietetics, nursing, interior decoration,



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A state prepared outline entitled "Occupation Studies for Girls in Junior High School" furnishes the units of study for these courses.<sup>1</sup>

Alabama's report of progress in organizing these occupational courses is substantiated by a recent report of the Office of Education of the United States Department of the Interior in which it is stated that the program of studies of sixty-seven state-approved junior high schools in this state calls for a certain definite portion of the daily schedule in all three years to be devoted to occupational studies and guidance.

Under the heading of "Minimum Standards and Recommendations for State Approval" in Bulletin No. 5 on the "Program of Studies of Junior High Schools," the Department of Education has the following section on vocational guidance which, although not as definite in its provisions as were the standards set up for occupational studies, is suggestive:

The program should be set up by the faculty. This may well be closely correlated with the courses in occupational studies. It may include questionnaires for pupil and parent, observation of the extra-curricular activities of the pupil, counseling by session room teacher, or other plans or devices, but the life career motive

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<sup>1</sup>Copies of this outline and the related pamphlet on "Occupational Studies for Junior High School Boys" may be requested through the Division of Secondary Education, State Board of Education, Montgomery, Alabama.



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Mr. Spencer indicates in his report that the high schools in Alabama have not yet come up to the accomplishment of the junior high schools in guidance achievements.

Although the State Board of Education is required to set up a program for all high schools under that board and under the county boards of education, in the larger cities it is expected that this program will be made a minimum upon which they are to build, and in fact, most high schools are containing the main items of the state program. "Not all schools, however," Mr. Spencer writes, "have given formal recognition to occupational studies in their program. All schools, however, are pretending to make much of guidance. In many cases this guidance is just another word for education in general, but is likely to be given personal application."

A very valuable state service rendered by Alabama is the aid which it gives all high school libraries in the purchase of library books on educational and vocational guidance. These books are of such a nature that they serve not only as reference books but also as suitable books on guidance for home reading.

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#### CONNECTICUT

Part III of this study is concerned with state guidance service in Connecticut.

#### DELAWARE

Many of the schools of the State are carrying on interesting work in guidance. On January 16, 1932 there was held at Dover a State Conference on guidance at which fifty-nine school people especially interested in guidance were present. Reports from various schools revealed a very encouraging growth of the guidance movement in the State. The conference discussed the organization of guidance programs and the school agencies which should be included in the work of guidance. A mimeographed report of the conference proceedings was issued, copies of which may be secured by writing Mr. John Shilling, Assistant State Superintendent in charge of Secondary Schools, Department of Public Instruction, Dover, Delaware.

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to formulate a school program, a guidance bulletin was prepared under the leadership of the curriculum adviser on the staff of the State Department of Education. The bulletin is now in the hands of the printer. The committee at the present time is at work on the preparation of a course, for ninth grade pupils, in social and vocational guidance.

#### INDIANA

Several conferences in guidance were held at different points over the state last year. As a result a number of cities have prepared courses of study along this line.

A new social studies course of study for grades seven to twelve is in the process of compilation in which considerable will be said in the field of guidance.

This bulletin will not be available until approximately September 1, 1932.

#### MAINE

The State of Maine has a lay committee which is working on a program of social and moral guidance. A few communities in the State have taken definite steps to provide vocational guidance for their citizens. The state normal schools are working on a revision of their curricula. The revised curricula will provide for a limited program in educational guidance. The State High School Manual, Part I, contains several pages of suggested material, mostly on the educational guidance viewpoint.



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Massachusetts has issued a bulletin on guidance which was prepared by a committee of principals working under the direction of the State Department.

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Michigan is without a State guidance program, but the State staff is not neglecting opportunities to encourage the guidance movement. The State supervisor delivered an address in November before the Saginaw District State Teachers' Association on guidance possibilities, and outlined the need of the State for some future organization for guidance.

## MONTANA

A co-operative study is now being made in this state by a representative committee from the University of Montana, the State Department of Education, and the Montana Society for the Study of Education. Material from this survey will be used to work out a state guidance program.

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A special committee on Vocational Guidance of the University of Nebraska has published Bulletin No. 24 on Vocational Guidance, the contents of which can be adapted to all schools. It is composed of five parts listed as: (1) Occupational Information; (2) Every Teacher a Vocational Counselor; (3) Community Interests; (4) Class Instruction in Vocational Guidance; and (5) Interests and Aptitudes as Criteria in Vocational Guidance; which, altogether, constitutes a complete program. It is suggested that each school begin with one or more of the parts, as conditions permit, and expand the work until the complete program is reached.

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An extensive guidance program is being written into the State course of study for junior and senior high schools. Local service clubs, such as the Kiwanis, are co-operating with the schools in rendering guidance service.

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Perhaps no other state made such an auspicious beginning in inaugurating a program of guidance as the State of Ohio.

The Ohio state guidance program had its beginning in a large state conference on guidance addressed by the Governor, held on January 30, 1930, the appointment of a state advisory committee of twenty-four on guidance, recommendations for a state director of guidance and such assistance as needed and, as a result, the organization of a Division of Guidance in the State Department of Education including a Director of Guidance, Dr. D. H. Eikenberry. Since September the latter has averaged two institutes and other teacher conferences a week.

To gain some idea of the scope, the points of application and the thorough-going manner in which the Ohio state guidance program was inaugurated, the following may well be quoted from pages 9 and 10 of the 349 page manual No. 1, describing Ohio bulletin material published or projected:



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6. Guidance Manual No. 6. Extended manual for use by classroom teachers showing the possibilities of guidance through the various subjects of instruction.
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The Ohio state guidance program received a severe setback, however, when it was found that the appropriation so necessary for its development could not be made. Guidance, as a state project, was abandoned on July 15, 1931 and Dr. Eikenberry's work as Guidance Director for Ohio has been discontinued.

Mr. Holbrook, Chairman of the State Guidance Committee of the Vocational Guidance Association states that the Ohio situation is slowly coming out of the condition to which it was subjected in the discontinuance of the proposed state program. Just how much of the original program will be sacrificed and how long state guidance service will be held up is unknown, of course, at present.

The need of state guidance service, however, is felt in Ohio. The state is ready for a definite program, and



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#### OKLAHOMA

The State Department of Oklahoma is maintaining an attitude of encouragement toward every activity connected with the development of the statewide guidance program. Outstanding programs have been organized in several of the city schools of the State. The following organizations are considering the problem of guidance: The Guidance Section of the Oklahoma Education Association, the Guidance Committee of the Department of Superintendence, the Committee on the Articulation Between High Schools and Colleges of the Department of Superintendence, and four Joint Subject-Matter Committees representing high school and college teachers.

Courses in guidance were organized in most of the teacher-training institutions during the past summer, and in several during the first semester of the present school year.

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The State Department of Education of Texas is securing the co-operation of local schools in putting on teachers assigned to guidance. The larger cities having separate junior schools are giving some attention to the guidance problem. The State Department of Education is eager to organize a State program and to put some one in charge of guidance as soon as ways and means are available for doing so.

#### VERMONT

Some of the high schools in this State are attempting to give educational and vocational guidance. Aside from such efforts the vocational guidance program is limited to the work carried on by the State director of vocational education.

#### WEST VIRGINIA

The vocational education group of West Virginia is planning very soon to give the problem of guidance some attention.



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## SUMMARY OF FINDINGS AND RECOMMENDATIONS

The Committee on State Guidance Programs of the National Vocational Guidance Association has included in their preliminary report entitled, "State Guidance Service," certain findings and recommendations regarding state programs which are pertinent to this study.

Findings:

1. Two methods of organization are under way in both local and state programs: (1) setting up local guidance bureaus and state leadership by legislative enactment as in New York State, and (2) developing without such enactment as in other states. There are certain advantages, and there is a certain permanence to the New York State plan so long as legislation does not crystalize prematurely. Pennsylvania, as an example of a state developing a program without legislation, has a certain philosophy that seems to be working, namely: "To go somewhere we must start from where we are." Small beginnings, it has been shown, can be practical.
2. It is entirely practicable to have a local school guidance program directed toward the individual mainly in relation to one of the main objectives of education. It is just as possible to have a state guidance program on such a basis. The trend in state guidance programs, however, appears to be toward a guidance service that centers on the individual in his adjustment to all the objectives of



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education, as well as to the school itself.

3. The employment of a full-time trained guidance director, supervisor, specialist or counselor for a school, district, county or state is greatly to be desired. Such a start, however, in most cases is not necessary. It is often possible to find someone in a school, district, county or state department of education who is interested in the possibilities of guidance, is qualified in personality, for guidance work, and is willing to accept guidance as a curricular, extra-curricular, overtime, or all-time opportunity and responsibility. With that as a start a practicable, worthwhile guidance program can begin almost anywhere, and keep going.

4. Obviously the teacher training program is one of the keys for state guidance service. Teacher training institutions like to maintain their individuality, and they sometimes even resent having some one from the State Office come to tell them what to do or not to do about a course of study in guidance. The state Superintendent or Commissioner of Education, however, is in a place to arrange through his director of teacher training for a conference of representatives from such institutions, and to pave the way for an effective state teacher training program in guidance.

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education, as well as to the school itself.

3. The employment of a full-time trained guidance director, supervisor, specialist or coordinator for a school, district, county or state is greatly to be desired. Such a staff, however, in most cases is not necessary. It is often possible to find someone in a school, district, county or state department of education who is interested in the possibilities of guidance, is qualified in personality, for guidance work, and is willing to accept guidance as a part of his extra-curricular, overtime, or all-time opportunity and responsibility. With that as a starting point, workable, worthwhile guidance programs can begin almost anywhere, and keep going.

4. Obviously the teacher training program is one of the keys for state guidance service. Teacher training institutions like to maintain their individuality, and they sometimes even resent having come from the State Office come to tell them what to do or not to do about a course of study in guidance. The state Superintendent or Commissioner of Education, however, is in a place to arrange through his director of teacher training for a conference of representatives from such institutions, and to give the way for an effective state teacher training program in guidance.

5. The county guidance program is one of the most effective devices for developing statewide guidance service. The county principals' association working in co-operation with

the county superintendent's office is a key approach to countrywide service, including schools not under a county superintendent. A meeting of the state guidance leader with the state county superintendents' and state principals' groups helps to open the way.

6. Some state guidance bulletin material is necessary. There are two plans for such material. The first is for the state to prepare textbook and reference material in guidance. This has an outstanding contribution at the present time because much of the teacher training material, though excellent, has not been written from the broader point of view of guidance. The second plan is for the state to prepare bulletins of comparatively few pages, without sacrificing the setting up of simple, easily understood programs with reference to specific curricular and extra-curricular guidance helps from various sources.

Recommendations:

It is recommended:

1. To each state commissioner and superintendent of education: that there be some member of his staff assigned part or full time to the promotion of guidance; that such an activity be assigned to a division that in its range can adequately represent educational, vocational and social guidance, kindergarten through high school, or that some department committee plan shall be arranged which shall give the ensuing state guidance program such connotation



the county superintendent's office is a key approach to community service, including schools not under a county superintendent. A meeting of the state guidance leader with the state county superintendents' and state principal groups helps to open the way.

3. Some state guidance material is necessary. There are two plans for each material. The first is for the state to prepare textbook and reference material in guidance. This has an outstanding reputation at the present time because much of the former training material, though excellent, has not been written from the broader point of view of guidance. The second plan is for the state to prepare outlines of comparatively few pages, without sacrificing the setting up of single, easily understood programs with reference to specific curriculum and extra-curricular guidance topics from various sources.

#### Recommendations:

It is recommended:

1. To each state commissioner and superintendent of education: that there be some member of his staff assigned part or full time to the provision of guidance; that such an activity be assigned to a division that in its work can adequately represent educational, vocational and social guidance, kindergarten through high school, or that some department committee plan shall be arranged which shall give the essential state guidance program such coordination

with the educators of the state.

2. To the United States Commissioner of Education: that there be employed in the Office of Education, United States Department of Interior, a full-time director or other specialist in Guidance with sufficient travel, bulletin, and publication facilities and secretarial assistance to effectively give his entire time to the field of Guidance.



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### PART III

#### GUIDANCE DEVELOPMENTS IN CONNECTICUT

##### I. EARLY GUIDANCE LEGISLATION

Sentiment arising out of the need for guidance for the youth of public school age crystalized as early as 1913 in Connecticut and resulted in the enactment of the following statute, which provides that

The board of school visitors, board of education, or town school committee of any town, city or borough may establish vocational guidance as a part of the educational system of such municipality, and may, in its discretion, employ a vocational counselor whose duties and compensation shall be prescribed by such board. (General Statutes, 1913, Chapter 153; School Laws 1922, Sec. 79.)<sup>1</sup>

According to Payne,<sup>2</sup> this formal recognition of vocational guidance constitutes the first legislation on this subject in any state. At any rate, it is indicative of the fact that Connecticut was early concerned with the problem of guidance.

It is the purpose of the writer to describe in this section some of the important guidance developments in Connecticut since 1913, and to show that as the problem of guidance has been studied, it has assumed greater proportions and is receiving greater attention than ever before.

##### II. PUBLICATIONS OF THE STATE BOARD OF EDUCATION RELATING TO GUIDANCE

On September 1, 1923, the State Board of Education

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<sup>1</sup>Payne, Arthur F. Organization of Vocational Guidance. New York, McGraw Hill Book Company, 1925, pp. 29-30.

<sup>2</sup>Payne, Arthur F. op. cit. p. 30



GUIDANCE DEVELOPMENT IN CONNECTICUT

1. EARLY GUIDANCE LEGISLATION

Guidance legislation in Connecticut was first enacted in 1913. The purpose of this act was to provide for the establishment of a public school system which should be organized as early as possible in the history of the state and should be organized in the interest of the following:

- The board of school directors, board of trustees, or town school committee of any town, city or borough, may establish vocational guidance as a part of the educational system of such municipality, and may, in its discretion, employ a vocational counselor whose duties and compensation shall be prescribed by such board. (General Statutes, 1913, Chapter 153; School Laws 1913, Sec. 72.)

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published the report of the State Committee on Vocational and Educational Guidance in Secondary Schools which was appointed to co-operate with the State Board of Education in the preparation of a bulletin for the use of the secondary schools of the state. This bulletin entitled, "Suggestions for a Program in Educational Guidance for Secondary Schools" was the first bulletin issued by the department containing a definite plan of procedure which superintendents, principals and teachers could adapt to the organization of the local school system.

The suggestions contained in the bulletin were aimed directly to meet the following objectives of educational guidance stated on pages 3 and 4 of the bulletin:

1. To obtain the willing attendance in school of all possible boys and girls through the period of secondary education so that each one may secure such information and training as may be necessary for his or her individual development and for the stability of democratic society.
2. To awaken in pupils the spirit of purposeful endeavor and guide them in carrying this spirit into practice in their school work and at the same time to see that the school program of each individual pupil is so far as possible adjusted to his needs, abilities and aspirations.
3. To give pupils sympathetic help in seeing their way through their many perplexing personal problems, and to develop high ethical ideals among them; and
4. To aid pupils to choose wisely, to plan their preparation for, to enter upon, to make progress and serve society well in a worthy vocation.

Some of the suggestions for educational guidance offered in the bulletin include:



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3. To give pupils systematic help in seeing their way through their many perplexing personal problems, and to develop high ethical ideals among them; and
4. To aid pupils to choose wisely, to plan their preparation for, to enter upon, to make progress and to enjoy a worthy vocation.

Some of the suggestions for educational guidance

offered in the bulletin included:

### Talks to the Student Body

It is suggested that the educational guidance director should address the first-year pupils, each fall, on occupational opportunities and the school's program for assisting them to find their work and to prepare for it.

Other appropriate talks to be given on guidance subjects by capable people are also urged.

### Chart of Vocations

A posted, comprehensive, classified chart of vocations, followed by reading references on each vocation may prove of considerable use to pupils. A suggestive question chart to accompany the main chart on vocations would further aid the pupils in making their provisional life career choices.

### Other Types of Charts

Charts showing a classified list of types of educational institutions as they pertain to the different fields of work listed on the vocational chart, and charts listing the personal qualifications necessary for success in the different vocational fields are also suggested as pupil aids.

### Self-Analysis Blanks

Self-analysis blanks which face the pupil with certain questions regarding his choice of vocation and his plans for entering into it can be used to help the pupil to "get down to business" in his vocational thinking, and can also



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Chart of Vocations

A posted, comprehensive, classified chart of vocations, followed by reading references on each vocational group of considerable use to pupils. A suggestive question chart to accompany the main chart on vocations would further aid the pupils in making their vocational life career choices.

Chart Types of Charts

Charts showing a classified list of types of vocational institutions as they pertain to the different fields of work listed on the vocational chart, and charts listing the personal qualifications necessary for success in the different vocational fields are also suggested as helpful aids.

Self-Analytic Diagrams

Self-analytic diagrams which trace the pupil with certain questions regarding his choice of vocation and his plans for entering into it can be used to help the pupil to "get down to business" in his vocational thinking, and can also

be of considerable assistance to the educational guidance director in keeping the personal records of the pupils.

### Personal Conferences and Counsel

It is suggested that the educational guidance director or the counselors under his direction hold at least two regular personal conferences with each pupil in his first year and one in each of the following years.

The purpose of the first-year conference is to assist the pupils in making their provisional life career choices and to give them good counsel regarding these choices. Careful questioning and counseling ought to bring out definite information from each pupil as to his abilities and interests, as to his parents' wishes for his life career, and as to the specific reasons for his choice.

The annual writing of a theme on the pupil's choice of vocation is another suggested project in the bulletin. The second first-year conference might well be based on the pupil's first theme, with the counselor correcting erroneous ideas which the pupil has revealed, or criticizing the pupil's attitude toward his chosen field or his plans for further education.

The conferences of the later high school years will be based on the thought behind the themes written each year by the pupil and on the pupil's general progress in settling upon a vocation.

The personal conferences would also be utilized to



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General questioning and counseling ought to bring out definite information from each pupil as to his abilities and interests, as to his parents' wishes for his life career, and as to the specific reasons for his choice.

The annual writing of a theme on the pupil's choice of vocation is another suggested project in the curriculum. The second first-year conference might well be based on the pupil's first theme, with the counselor correcting erroneous ideas which the pupil has revealed, or criticizing the pupil's attitude toward his chosen field or his plans for further education.

The conferences of the later high school years will be based on the thought behind the themes written each year by the pupil and on the pupil's general progress in settling upon a vocation.

The personal conferences would also be utilized to

settle problems concerning the individual pupil's relation to his school work, the question of leaving school, and the many personal problems which all thinking boys and girls have.

### Home Visitations of the Counselor

Visits to the homes of pupils by counselors with the following ends in view are helpful in making the guidance program more effective:

1. To secure better co-operation between home and school.
2. To assist in solving economic problems.
3. To induce parents to make home conditions conducive to study.
4. To secure an interest in school activities on the part of parents.
5. To make certain that the parents realize the present demand for trained help, and the advantages of the so-called 'educationally trained.'

### Recording Data

It is suggested that data regarding the following items be kept concerning each pupil, for the use of the counselor, in one file and preferably on one card:

Character

Abilities, or lack of them

Interests

Health and physique

Home and parents:

Nationality

Occupation

Culture



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### Recording Data

It is suggested that data regarding the following items be kept concerning each pupil, for the use of the counselor, in one file and preferably on one card:

Character  
Activities, or lack of them  
Interests  
Health and physique  
Home and parents  
Religiosity  
Occupation  
Culture

Number of dependents

Character of home life

Economic condition

Future plans:

Vocational

Educational

Extra-curricular activities

Record of intelligence tests if used

Recorded interviews

Application of the Life-Career Motive to the Program of Studies:

One of the most important projects outlined, which aims to help the pupil to broaden his knowledge of his chosen career, is the writing of vocational themes each year in connection with his regular subject work.

In the first year the theme might well be written in the class of community civics, following a survey of the world's work and after the pupil has registered his provisional choice of career. In the second and third years it is proposed that vocational guidance, through the curriculum, use English composition as its medium. For the second year two short themes are suggested for preparation at different times. One is on the subject "Men and Women Who Have Succeeded in My Probable Life Work and How They Succeeded" and the other is on the subject "Different Educational Institutions and Other



Number of dependents  
 Character of home life  
 Economic condition  
 Future plans:  
 Vocational  
 Educational  
 Extra-curricular activities  
 Record of intelligence tests if used  
 Reported interview

Application of the Life-Career Method to the Problem of  
Guidance

One of the most important projects outlined, which  
 aims to help the pupil to choose his knowledge of his  
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 year in connection with his regular subject work.

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 in the class of community civics, following a survey of  
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 professional choice of career. In the second and third  
 years it is proposed that vocational guidance, through  
 the curriculum, use English composition as its medium.  
 For the second year two short themes are suggested for  
 preparation at different times. One is on the subject  
 "Men and Women Who Have Succeeded in My Probable Life  
 Work and How They Succeeded" and the other is on the  
 subject "Different Vocational Institutions and Other

Agencies which Prepare for My Probable Life Work, and What They Offer," or "How I Plan to Prepare for My Vocation." One long theme on "Some Aspects of Life in My Chosen Occupation" is proposed for the third year. The theme subject offered in the fourth year to be developed in the course in "Problems of Democracy" (or through English composition) is "My Chosen Occupation as a Part of the World's Work."

The topics given are, of course, merely suggestive. The main point of emphasis is that the life-career motive can and should be applied to every subject in the program of studies.

Survey of Local and Regional Vocational Opportunities.

This is suggested as a worth-while project for a class in business organization.

The bulletin also includes some general thoughts on administering a guidance program, suggestions on placement and follow-up of pupils, an outline of organization for guidance in an intermediate school and a generous guidance bibliography.

The bulletin has been an influential means of developing guidance activities in schools throughout the state, and is to-day--although nine years since its publication, being distributed by the State Board of Education.



Agencies which prepare for my Probable Life Work, and  
 What They Offer," or "How I Plan to Prepare for My Voca-  
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tion.

### III. GUIDANCE AS A PHASE OF THE HIGH SCHOOL PRINCIPALS' CONFERENCE AT WILLIMANTIC.

Considerable impetus was given to the spread of guidance in the public schools of Connecticut as a result of the sixth annual High School Principals' Conference held at the Willimantic State Normal School on April 29, April 30, and May 1, 1929.

As the general theme of the conference was "Guidance," most of the reports and discussions were centered about this topic.

The report most pertinent to the subject was that presented by Mr. Swett, Principal of the Plant Junior High School, West Hartford, and chairman of the Committee on Vocational Guidance who reported the results of the questionnaire sent out previous to the conference to senior high schools and six-year high schools.<sup>1</sup>

The conclusions of the Guidance Committee were:

1. There is a prevailing tendency to use a textbook in Vocations or Occupations classes in the junior high school.
2. Semester or yearly exploratory courses are prevalent in all junior high schools.
3. The various reports from the field have shown not

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<sup>1</sup>Detailed findings of the Guidance Committee were reported by Mr. Franklin E. Pierce, Supervisor of Secondary Education, in his Annual Report for the year ending June 30, 1929 to the Commissioner of Education, filed at the State Office, Hartford, Connecticut



III. GUIDANCE AS A PHASE OF THE HIGH SCHOOL CURRICULUM  
CONFERENCE AT WILMINGTON.

Considerable emphasis was given to the need of guidance in the public schools of Connecticut as a result of the sixth annual high school principals' conference held at the Connecticut State Normal School on April 27, April 30, and May 1, 1939.

As the general theme of the conference was "Guidance," much of the reports and discussions were centered about this topic.

The report most pertinent to the subject was that presented by Mr. Sweet, Principal of the Plain Junior High School, West Hartford, and chairman of the Committee on Vocational Guidance who reported the results of the questionnaire sent out previous to the conference to senior high schools and six-year high schools.

The conclusions of the Guidance Committee were:  
1. There is a prevailing tendency to use a textbook in vocational or occupational classes in the Junior High School.

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3. The various reports from the field have shown that

Detailed findings of the Guidance Committee were reported by Mr. Franklin E. Pierce, Supervisor of Secondary Guidance, in his Annual Report for the year ending June 30, 1939, to the Commissioner of Education, filed at the State Office, Hartford, Connecticut.

only the size of the school and other local factors, but the energy, efficiency, enthusiasm, and education of those responsible for the success of the guidance programs.

4. The committee is unanimous that an effective guidance program can be carried forward in any school.
5. The committee regards the study of Vocational Guidance as an essential equipment for all guidance workers.

The recommendations of the Guidance Committee included the following:

1. That Vocations or Occupations be offered in either grades 7 or 8--preferably grade 8--whether you have the 8-4 or some other plan.
2. That shorter Broadening and Finding courses which will permit every pupil to come in contact not only with the traditional exploratory subjects, but also with other regular high school subjects, be offered.
3. That all standardized tests results be permanently recorded on the office record cards.
4. That standardized tests be given all pupils before they enter grade 7 or grade 9 depending upon the organization of the local school system.
5. That more definite contact with the homes be established.
6. That duplication of records be eliminated and all records concerning one pupil be kept together.



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4. The committee is unanimous that an effective guidance program can be carried forward in any school.
5. The committee regards the study of Vocational Guidance as an essential equipment for all guidance workers.

The recommendations of the Guidance Committee included

the following:

1. That Vocational Guidance be offered in either grade 7 or 8--preferably grade 8--whether you have the 6-4 or some other plan.
2. That courses be developed and finding courses which will permit every pupil to come in contact not only with the traditional exploratory subjects, but also with other regular high school subjects, be offered.
3. That all standardized tests results be permanently recorded on the office record cards.
4. That standardized tests be given all pupils before they enter grade 7 or grade 8 depending upon the organization of the local school system.
5. That more definite contact with the news be established.
6. That duplication of records be eliminated and all records maintained on one card.

7. Finally--that the chair appoint:

- a. A committee from the six-year schools;
- b. A committee from the junior high schools according to size;
- c. A committee from the four-year high schools according to size;

All of these committees to function during one school year, outline guidance programs for their schools, try them out if time permits, and report to their groups next year.

#### IV. MORAL GUIDANCE

##### A. ACTIVITIES OF THE BUREAU OF CHARACTER RESEARCH

The inculcation of character has always been one of the objectives of public school education. Any organization directly concerned with the development of socially constructive behavior of the individual boy and girl might well become an integral part of any guidance organization.

The State of Connecticut has made a remarkable advance in the field of Character Education. During the period of January 1, 1930 to June 30, 1931, the Hartley Corporation, by financial aid, made it possible for the Bureau of Character Educational Research, as an affiliated agency of the Connecticut State Board of Education, to develop a state program in character education.

At the close of the two years, which was in the nature of an experimental period, the State Board of Education voted



V. Finally--that the chair appoint:

a. A committee from the six-year schools;

b. A committee from the senior high schools accord-

ing to state;

c. A committee from the four-year high schools ac-

cording to state;

All of these committees to function during one school

year, outline guidance programs for their schools, try

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Commission, State Board of Education, to develop a state

program in character education.

is the scope of the two years, which was in the nature

of an experimental period, the State Board of Education voted

that for a period of five years from July 1, 1931, Character Education Research should be maintained as a regularly organized office activity.

The aim of the Bureau has been to develop its program under two major divisions.

The first division has involved teacher-training courses in the techniques and philosophy underlying this concept of character education as a community project, and also a general educational campaign along the same lines directed to awakening a like interest in the community itself. The second division, recognizing that fundamental character education can be achieved only by raising the level of the whole environment in which the child is placed, has been concerned in developing a plan by which the community may be aided in discovering and solving some of its major social problems. In order to do this it has been necessary to secure co-operation of all the forces of the community on a study of the causes of social maladjustment and failure on the part of the young people, as exemplified by juvenile delinquency and conduct problems among school children, and upon the basis of this study to develop a community project directed towards the removal of these causes.<sup>1</sup>

A general outline of the Connecticut state program in character education follows:

#### Extensive Angle

1. Courses in Methods and Projects in Character Education conducted by the director

- a. As Yale University credit courses
- b. As non-credit courses

2. Courses in Methods and Projects in Character

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<sup>1</sup>Report of the Bureau of Character Education Research January 1, 1930--June 30, 1931, State Board of Education, Hartford, Connecticut



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 causes of social maladjustment and failure of  
 the part of the young people, as evidenced by  
 juvenile delinquency and conduct problems  
 among school children, and upon the basis of  
 this study to develop a community project  
 directed towards the removal of these causes.

A general outline of the Connecticut state project

in character education follows:

#### Executive Summary

1. Courses in Methods and Projects in Character Education conducted by the director
2. as Yale University study courses
3. as non-credit courses
4. Courses in Methods and Projects in Character Education

Report of the Bureau of Character Education Research  
 January 1, 1950-June 30, 1951, State Board of Education,  
 Hartford, Connecticut

Education conducted by the director at the Connecticut State Summer Normal School, Yale University, summer of 1930.

3. Development of co-operation with the state committee on character education of the Connecticut Congress of Parents and Teachers of which the director of the bureau is chairman.

4. Single lectures on character education.

5. Co-operation from and with other state departments.

6. First Annual Conference on Character Education.

7. Co-operation, in advisory capacity, with the Connecticut Council for Week Day Religious Education.

8. Co-operation, in advisory capacity, with the Connecticut Committee for the Study of Temperance Education.

9. Advisory conferences with the Educational Director of the Connecticut Humane Society.

10. Department of Superintendence meeting, National Education Association.

11. Annual Conference of State Superintendents--New Britain.

12. Publications

#### Intensive Program

1. Norwalk Project

a. Continuation of classes in Methods and



Education conducted by the director at the Connecticut  
State Summer School, Yale University, summer of

1930.

2. Development of co-operation with the state  
to character education of the Connecticut Congress  
of Parents and Teachers of which the director of the  
state is chairman.

3. State lectures on character education.  
4. Co-operation from and with other state depart-  
ments.

5. First annual Conference on Character Education.  
6. Co-operation, in advisory capacity, with the  
Connecticut Council for Good Day Religion Education.  
7. Co-operation, in advisory capacity, with the  
Connecticut Committee on the Study of Temperance Edu-  
cation.

8. Advisory conferences with the National Mi-  
nistry of the Connecticut Home-Society.  
9. Department of Superintendence Meeting, National  
Education Association.

10. Annual Conference of State Superintendents--  
New Britain.

11. Publications

Initiative Program

1. National Project

2. Organization of classes in Methods and

### Projects in Character Education.

- b. Development of project in Vocational Guidance as Outgrowth of Educational Industrial Committee.
- c. Summary of Survey of the Norwalk Child Welfare Council and resulting recommendations.

### 2. Stratford Project.

- a. Organization of classes in Character Education
  - (1) for teachers
  - (2) for community classes
- b. Organization of Stratford Council on Child Welfare.
- c. Outline of Community Projects by above Council.

### B. RECENT CHARACTER EDUCATION PUBLICATIONS

In a circular letter sent out to superintendents, supervising agents, and high school principals in November, 1931, the Commissioner of Education, Dr. Ernest W. Butterfield, suggested the following six methods by which teachers may cultivate morality in public schools:

- 1. Instructions
- 2. Devotions
- 3. Information
- 4. Appreciation



# Project in Character Education

Development of project in Vocational Guidance  
 and as Outgrowth of Character Education  
 Committee

Summary of Survey of the National Child Welfare Council and resulting recommendations

## 1. Bradford Project

Organization of classes in Character Education

also

(1) for teachers

(2) for community classes

Organization of Bradford Council on Child Welfare

Welfare

of local community projects by state

Council

## 2. Recent Character Education Publications

In a circular letter sent out to superintendents,

superintendent agents, and high school principals in November, 1931, the Council on Education, Dr. Ernest W.

Butterfield, suggested the following six areas by which

teachers may cultivate morality in public schools:

1. Instruction

2. Activities

3. Environment

4. Appraisal

## 5. Participation

## 6. Example

This letter sent out to school administrators to serve as a guide in the consideration of Character Education called forth a printing of the letter in bulletin form<sup>1</sup> that has had a wide circulation.

This was shortly followed by an article published by the Board of Education in bulletin form entitled "Studies in Character Education" by Frank Astor, which was reprinted by permission from School, the publication of the New York city schools. The most important contribution of this pamphlet was Mr. Astor's summary of the findings and interpretation of the findings of the Character Education Inquiry carried on by the Division of Psychology of the Institute of Educational Research, Teachers College, Columbia University, under the co-directorship of Dr. Hugh Hartshorne and Dr. Mark A. May.

Mr. Astor's summary of selected findings which are taken from or based upon the three volumes reporting the work of the Character Education Inquiry include the following statements:

What children are learning of self-control, service and honesty seems to be largely a matter of accident. There is little evidence that they are being influenced by effectively organized moral education.

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<sup>1</sup>Butterfield, Ernest W. Character Education, Connecticut Bulletin No. 2, Series 1931-32--State Board of Education, Hartford, Connecticut.





"When dishonesty is rewarded, dishonesty is practiced."

"Mere verbal promises to be honest and verbal formulations of the ideal of honesty do not produce general honest habits."

In most cases, the motives of deception are probably mixed, but the most common single cause is the desire for good marks.

On most tests of deception there are no differences between the pupils of the various grades from the fifth through the eighth; but on certain tests there is a steady increase in deception from the sixth to the eighth, with the fifth grade taking first rank in deceptive behavior, however.

There are no age differences between ten and fourteen; the older children are not less deceiving than the younger ones.

Sex seems to make no difference in scores on deception tests. On some tests and in some groups the girls are more deceptive; on other tests and in other groups the boys are.

Pupils who get high marks in school for deportment are less deceptive than those receiving low marks.

The more intelligent a child is, the more honest he is likely to be.

Children who are well-mannered and are well treated by their parents are less deceptive than other children.

Emotional children are more likely to be deceptive than others.

If parents put too much pressure on school work, their children are likely to cheat.

Children who come from homes with one maid deceive less than those from homes without a maid or those with two or more maids.

It very seldom happens that an unselfish child is also emotionally unstable.



"When dishonesty is rewarded, dishonesty is practiced."

"When verbal promises to be honest are verbal formulations of the ideal of honesty, do not produce general honest behavior."

In most cases, the motives of deception are probably mixed, but the most common single cause is the desire for good marks.

On most tests of deception, there are no differences between the pupils of the various grades. The fifth through the eighth and on certain tests there is a steady increase in deception from the sixth to the eighth, when the fifth grade is the first time in deceptive behavior, however.

There are no significant differences between the boys and girls in deception, but the boys are more likely to be deceptive than the girls.

It seems to make no difference in scores on deception tests. On some tests and in some groups the girls are more deceptive; on other tests and in other groups the boys are.

Pupils who are high marks in school for general merit are less deceptive than those receiving low marks.

The more intelligent a child is, the more honest he is likely to be.

Children who are well-motivated and are well-treated by their parents are less deceptive than other children.

Emotional children are more likely to be less deceptive than others.

It appears that the more pressure on school work, the more likely children are to be dishonest.

Children who have been given a high grade with no work receive less than those who have a high grade with work or more marks.

It was found, however, that an unskillful child is also especially wasteful.

There is a closer association between school marks and service than between intelligence and service. This suggests the influence of general classroom adjustment.

In general, children who are accelerated are more co-operative than the normally placed, and the retarded school children are less co-operative.

Boys and girls who are very clean are also more intelligent and more co-operative than others.

Boys and girls who are very sociable do not rank at the top of the scale of service to others, as might have been expected, but tend to remain in the middle of the scale. The sociable youngsters are not the most co-operative, nor are they the least.

If boys are in the majority in the class, they tend to be more co-operative and also more deceptive. If girls are more numerous, they take the lead in service in deceit.

In the matter of co-operation, pupils tend to resemble their friends considerably more than their classmates in general, especially if there is a feeling of mutual friendship and the friends are in the same class.

When a group is divided into teams, the pupils show far more unselfish loyalty than when the entire class as a whole is pitted against other classes in the same school.

Tests seem to show that "persistence" is chiefly a matter of interest in either the activity or its net results.

## V. CONNECTICUT RURAL EDUCATION GUIDANCE CONFERENCES

Perhaps the most constructive guidance work yet to be carried on as a State project has been the Connecticut Rural Education Guidance Conferences which were sponsored during the past school year (1930-1932) by the State Board of Education.



There is a closer association between school  
and service than between intelligence and  
service. This suggests the importance of general  
adjustment.

In general, children who are associated are  
more co-operative than the normally adjusted, and  
the range of school children are less co-operative.

Boys and girls who are very close are also  
more intelligent and more co-operative than others.

Boys and girls who are very sociable do not  
rank at the top of the scale of service to others,  
as might have been expected, but tend to rank in  
the middle of the scale. The sociable youngsters  
are not the most co-operative, but are they the  
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If boys are in the majority in the class, they  
tend to be more co-operative and also more soci-  
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lead in service in general.

In the matter of co-operation, pupils tend to  
associate their friends considerably more than their  
classmates in general, especially in their own  
feeling of mutual friendship and the friends are in  
the same class.

When a group is divided into teams, the pupils  
show the same association loyalty than when the entire  
class as a whole is pitted against other classes in  
the same school.

Tests have shown that "generalized" is really  
a matter of interest in either the activity or the  
act resulting.

# V. EDUCATIONAL RESEARCH CONFERENCE

Perhaps the most constructive guidance yet to be  
provided as a state project has been the Connecticut  
Board of Education Conference which was sponsored  
during the past school year (1930-1931) by the State Board  
of Education.

Early plans regarding the organization of the conferences were made at a preliminary meeting held in August, 1931, at the Graduate Club in New Haven, Connecticut. Present at the meeting were: Mr. N. S. Light, Supervisor of Rural Education, Mr. Paul D. Collier, Senior Supervisor of Secondary Education and Mr. Harold D. Holbrook, Director of the Pennsylvania program, who offered his services as a leader in the conferences and adviser in the development of the program.

This committee set up the following objectives for the Conference:

#### General Objectives

1. To plan, through conference meetings, differentiated guidance programs for the schools represented, to be adopted at the beginning of the 1932-1933 school year.

#### Special Objectives

1. Orientation in the underlying principles of guidance.
2. Study of guidance organization and administration as applied to smaller school systems.
3. Study of local school and community needs and opportunities.
4. Setting up tentative items for try-out purposes during this year.
5. Setting up a program for September, 1932.



Early plans regarding the organization of the conference were made at a preliminary meeting held in August, 1931, at the Graduate Club in New Haven, Connecticut. Present at the meeting were: Mr. W. B. Smith, Supervisor of Rural Education, Mr. Frank O. Collier, Supervisor of Secondary Education and Mr. Harold W. Brook, Director of the Pennsylvania program, who offered his services as a leader in the conference and adviser in the development of the program.

This committee set up the following objectives for the conference:

The Conference:

#### General Objectives

1. To plan, through conference meetings, efficient and unified guidance programs for the schools.
2. To be adopted at the beginning of the 1932-1933 school year.

#### Special Objectives

1. Orientation in the underlying principles of guidance.
2. Study of guidance organization and administration as applied to smaller school systems.
3. Study of local school and community needs and opportunities.
4. Setting up tentative plans for try-out programs during this year.
5. Setting up a program for September, 1932.

- a. A general plan for all districts concerned having
  - (1) Certain items marked as minimums for all school districts.
  - (2) Other items marked as desirable objectives.
- b. Local guidance programs based on the general plan and its electives.

Eight monthly meetings of the conference personnel, made up of the supervisors and principals of the smaller state high schools, were scheduled, to be held at the new State Office Building in Hartford. The following outline of the conference program by months shows the logical and complete development of the plan:

October

Leader: H. L. Holbrook

Introducing the school guidance program

1. Underlying principles of guidance
2. Guidance organization and administration
3. Teacher training in guidance
4. Program try-outs

November

Leader: N. S. Light

Setting up the local survey

1. The school phase
2. The community outside the school

December

Leader: H. L. Holbrook

1. Counseling
2. The home room
3. The library
4. Parental education



a. A general plan for all districts concerned

having

(1) Certain items listed as minimum for

all school districts.

(2) Other items listed as desirable objects

ives.

b. Local guidance program based on the general

plan and its objectives.

Eight monthly meetings of the conference personnel,

made up of the superintendents and principals of the member

state high schools, were scheduled, to be held in the

new State Office Building in Hartford. The following out-

line of the conference program of which shows the logical

and complete development of the plan:

October October 10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31

1. Introduction to the school guidance program
2. Guidance program in the high school
3. Guidance program in the college
4. Guidance program in the vocational school
5. Guidance program in the adult school
6. Guidance program in the night school
7. Guidance program in the summer school
8. Guidance program in the correspondence school
9. Guidance program in the home school
10. Guidance program in the church school
11. Guidance program in the synagogue
12. Guidance program in the mosque
13. Guidance program in the temple
14. Guidance program in the synagogue
15. Guidance program in the mosque
16. Guidance program in the temple
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26. Guidance program in the synagogue
27. Guidance program in the mosque
28. Guidance program in the temple
29. Guidance program in the synagogue
30. Guidance program in the mosque
31. Guidance program in the temple

November November 1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30

1. Guidance program in the high school
2. Guidance program in the college
3. Guidance program in the vocational school
4. Guidance program in the adult school
5. Guidance program in the night school
6. Guidance program in the summer school
7. Guidance program in the correspondence school
8. Guidance program in the home school
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29. Guidance program in the mosque
30. Guidance program in the temple

December December 1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31

1. Guidance program in the high school
2. Guidance program in the college
3. Guidance program in the vocational school
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28. Guidance program in the synagogue
29. Guidance program in the mosque
30. Guidance program in the temple
31. Guidance program in the synagogue

JanuaryLeader: N. S. LightChecking up on Progress

1. Local surveys
2. Teachers' Meetings
3. Program tryouts

FebruaryLeader: H. L. HolbrookThe curriculum in guidance

1. The arts and sciences in guidance
2. Courses in school opportunities and occupations
3. Classroom procedures

MarchLeader: N. S. LightGuidance possibilities in our curriculum

1. Reports on specific subjects
2. The practical integration of the guidance motive

AprilLeader: H. L. HolbrookThe September, 1932 Guidance Program

1. Check-up of items in "Selection Sheet" in terms of the proposed program.
2. Plans for inaugurating the program

MayLeader: N. S. LightIntegrating the guidance program

1. Measures that may be desirable for local integration of the guidance program with other phases of educational administration.

An idea of the personnel of the conference, and the high schools in the state which are planning to inaugurate a program of guidance in September, 1932, is revealed in Table II.

How effective the programs prepared at these conferences will be is of course impossible to determine at this time.

The splendid organization, development of program, co-operation of members and general spirit of the



January: W. S. White

January

Discussion on Progress

1. Local surveys
2. National meetings
3. Progress reports

February: H. A. Holmquist

February

The Outlook in Education

1. The arts and sciences in education
2. Changes in school opportunities and organizations
3. Educational progress

March: H. A. Holmquist

March

Education responsibilities in our country

1. Reports on specific subjects
2. The practical implications of the studies made

April: H. A. Holmquist

April

The Education, 1912-1913 Calendar

1. Check-up of items in "Education Calendar" in terms of the proposed program
2. Plans for implementing the program

May: H. A. Holmquist

May

Interpreting the National Program

1. Measures that are desirable for local interpretation of the national program with other phases of educational organization

An idea of the personnel of the conference, and the high schools in the states which are planning to participate in the program of education in September, 1913, is revealed in Table II.

How effective the program prepared at these conferences will be is of course impossible to determine at this time.

The splendid organization, development of program, co-operation of members and general spirit of the

TABLE II      CONNECTICUT RURAL GUIDANCE CONFERENCE  
REPRESENTATIVES

High School	School Registra- tion	Supervisor	Principal
Deep River	157	William Strong	B. Tourville
Saybrook	108	William Strong	Erwin Trask
Chester	70	William Strong	Leon Cash
Pratt (Essex)	141	William Strong	M. V. MacLaugh- lin
Nathan Hale (Moodus)	192	E. I. Arthur	Royal O. Fisher
Durham	58	E. I. Arthur	Frank W. Strong
Collinsville	150	F. J. Penley	A. Bowdoin
Canaan	123	William Teague	F. B. Richard- son
Lakeville	164	William Teague	William B. Lor- ing
Sharon	80	William Teague	K. H. MacFar- lane
Kent	50	F. Johnston	Frederick Bauer
Washington	77	F. Johnston	Parker Moulton
Woodbury	97	F. Johnston	J. D. Coombs
Roxbury	27	F. Johnston	William H. Jar- vis, Jr.
Morris	12	F. Johnston	Clifton Wass
Newtown	168	F. W. Knight	Carl LaGrow
Lebanon	67	M. Robertson	Edward F. Nourse
Bacon Academy (Colchester)	121	M. Robertson	N. C. Stickney
Total Representation		7	18





conference meetings, however, have given every indication that, beginning in September, 1932, much constructive guidance work, looking toward the development of a State program, will be carried on in the rural high schools in Connecticut.

#### VI. ORGANIZATION OF STATE BOARD OF EDUCATION FOR GUIDANCE

During the school year the State Board of Education became organized to perform state guidance services when the Commissioner of Education appointed the following members, representing the various fields of public education, to make up the State Board of Education Staff Committee on Guidance:

Mr. Paul D. Collier, Senior Supervisor of Secondary Education, (Chairman).

Mr. Frederick S. Camp, Supervisor of Elementary Education.

Mr. N. S. Light, Supervisor of Rural Education.

Mr. Franklin E. Pierce, Director of Teacher Preparation.

The first step to become affiliated with the movement toward state guidance programs was taken in March, 1932, when Mr. Paul D. Collier of the State staff was appointed by Commissioner Butterfield to represent the State of Connecticut on the National Committee on State Guidance Programs of the National Vocational Guidance Association.



consecutive meetings, however, have given every indication that, beginning in September, 1933, when consecutive attendance was required, looking toward the development of a state program, will be carried on in the rural high schools in Connecticut.

# VI. ORGANIZATION OF STATE BOARD OF EDUCATION FOR CONNECTICUT

During the school year the State Board of Education became organized to perform state guidance services when the Commissioner of Education appointed the following members, representing the various fields of public education, to make up the State Board of Education staff committee on guidance:

- Mr. Paul D. Collier, Director, Department of Secondary Education, (Chairman).
- Mr. Frederick E. Camp, Supervisor of Elementary Education.
- Mr. E. E. Light, Supervisor of Local Education.
- Mr. Franklin W. Pierce, Director of Teacher Preparation.

The first step to be taken in connection with the new state guidance program was taken in March, 1933, when Mr. Paul D. Collier of the State staff was appointed by Commissioner Bantam to represent the State of Connecticut on the National Committee on State Guidance Programs of the National Vocational Guidance Association.

VII THE 1931-1932 INTERMEDIATE AND SECONDARY SCHOOL GUID-  
ANCE SURVEY

The personal interest of several secondary school administrators in the problem of guidance led to the appointment in November, 1931, by Mr. Paul D. Collier, Senior Supervisor of Secondary Education, of the following Guidance Committee:

Mr. Samuel D. Brooks, Principal of the Middletown High School, (Chairman).

Dr. Gustave A. Feingold, Principal of the Bulkeley High School (Hartford).

Mr. J. Wendell Yeo, Principal of the Plainville High School.

The special function of this committee was (1) to determine the status of guidance in the secondary schools of the state, and (2) to recommend to these schools suggestions for developing a program of guidance.

Following several Saturday morning committee meetings at the State Office, a questionnaire was prepared and sent out with a letter to determine the extent of guidance, the types of organization, the methods of guidance employed, and an evaluation of the guidance programs in the secondary schools of the state.

The first report of the Committee on the survey was made at the High School Principals' Association meeting in April, 1932, in New Britain. The results of the survey proved to be of sufficient interest to be reported on at



VII. THE 1931-1932 INTERMEDIATE AND SECONDARY SCHOOL SURVEY

ANALYSIS

The personal interest of several secondary school administrators in the problem of guidance led to the appointment in November, 1931, by Mr. Paul D. Collier, Director of the Division of Secondary Education, of the following guidance committee:

Members:

Mr. Samuel L. Brooks, Principal of the Washington High School, (Chairman)

Mr. George A. Feltz, Principal of the McKinley High School, (Secretary)

Mr. J. Wendell Lee, Principal of the Washington High School

The special function of this committee was (1) to study the status of guidance in the secondary schools of the state, and (2) to recommend to these schools suggestions for developing a program of guidance.

Following several Saturday morning meetings at the State Office, a questionnaire was prepared and sent out with a letter to determine the extent of guidance, the types of organizational methods of guidance employed, and the evaluation of the guidance program in the secondary schools of the state.

The first report of the committee on the survey was made at the High School Principals' Association meeting in April, 1932, in the District. The results of the survey proved to be of sufficient interest to be reported on at

several other state educational conferences, at which an effort was made to stimulate further interest in the development of guidance work in the state.

The Guidance Committee did not consider its work complete in making known the results of the survey, listing guidance methods and activities in use, and outlining for school administrators factors involved in an effective guidance program.

With the approval of the State Board of Education the Committee is now preparing from the following outline a suggested program of guidance for junior and senior high schools of the state:

#### Suggested Outline of a Guidance Program for Junior and Senior High Schools of Connecticut

Dr. Holbrook defines Guidance as those school activities designed to adapt mass education to the needs and capacities of individual pupils.

Some important aims of Guidance are:

1. To enable every pupil, who tries, to succeed in the formal academic work of the school
2. To help the pupil orient himself vocationally
3. To aid the pupil in discovering and developing his own special talents or aptitudes
4. To habituate the pupil through practice to good citizenship conduct including health habits
5. To discover or inspire in each pupil hobby interests and help him to develop them as training in worthy use of leisure

If these aims are to be satisfactorily realized in secondary education, the organization and administration of the secondary schools must provide for the following



Several other state educational organizations, at which an effort was made to stimulate further interest in the development of guidance work in the state.

The Oklahoma Committee did not conduct its work complete in early 1920, known the results of the survey, first guidance methods and activities in the state, and continuing for school administrators factors involved in an effective guidance program.

With the approval of the State Board of Education the committee is now preparing from the following outline a suggested program of guidance for junior and senior high schools of the state:

Suggested outline of a Guidance Program for  
Junior and Senior High Schools  
of Oklahoma

Dr. H. C. Jones, Oklahoma State Board of Education, as state school official, has been in charge of the committee on the needs and organization of individual pupils.

Some important aims of guidance are:

1. To enable every pupil, who tries, to succeed in the formal school work of the school.
2. To help the pupil orient himself vocationally.
3. To aid the pupil in his own development and development of his own special individual abilities.
4. To facilitate the pupil's transition from school to life.
5. To develop or inspire in the pupil habits, interests and beliefs which will be of lasting value in his life.

If these aims are to be satisfactorily realized in secondary education, the organization and administration of the secondary schools must provide for the following:

activities, devices, and opportunities:

# I. Research Activities

## A. Learning the child

- (1) Questionnaires sent to the home
- (2) Home visitations by classroom teachers, visiting teachers, or counsellors
- (3) Interviews with individual pupils
- (4) Testing Program; systematic and periodic
  - (a) Intelligence Tests
  - (b) Classification tests at entrance
  - (c) Scholastic Achievement Tests
  - (d) Prognosis Tests
  - (e) Special Aptitude Tests
  - (f) Diagnostic Tests
  - (g) Practice Tests
  - (h) Personality Ratings
  - (i) Pupil Self-Analysis

## B. Cumulative Records which include the following items of information concerning each child for guidance purposes

- (1) Home and family
- (2) Scholastic Achievement measured by standardized objective tests in each subject
- (3) Promotion record
- (4) Personality ratings
- (5) Disciplinary record
- (6) Pupil's extra-curricular activities connected with the school
- (7) Self-analysis record
- (8) Health record
- (9) Mental test rating
- (10) Prognosis test ratings
- (11) Vocational interests of pupils
- (12) Vocational experiences; work done by pupil outside of school hours and during vacations
- (13) Special aptitudes as determined by observation, interviews and tests
- (14) Hobby interests
- (15) Reading interests
- (16) Leisure time activities
- (17) Attendance and tardiness record

# II. Adjustment of School Organization to provide for individual differences in learning ability, extra-curricular activities and character training

- ## A. Homogeneous grouping based on ability or willingness to achieve as measured by objective classification tests of achievement





- B. Opportunity classes for very superior pupils who want to do special advanced work in connection with their regular classes
- C. Special classes for very dull pupils
- D. Compulsory scheduled restoratory classes within school hours for failing pupils in all subjects
- E. Exploratory courses in the junior high school to help the pupil find himself
- F. A regularly scheduled "Activities Period" to take care of extra-curricular activities (except varsity athletics) within school time
- G. Student participation in school government
- H. Student planned and directed assemblies
- I. Service Clubs
- J. Hobby Clubs
- K. Athletics
- L. A definite, regular, scheduled time allotment for direct instruction in guidance for all pupils
  - (1) For grades 7, 8, and 9;
    - (a) Training in effective study
    - (b) How to use books
    - (c) Educational opportunities in the senior high school
    - (d) Occupational opportunities open to junior high school graduates
  - (2) For grades 10 and 11;
    - (a) Occupational information
  - (3) For grade 12;
    - (a) Educational opportunities beyond the high school
- M. Adequate library facilities in general
- N. A well-filled Guidance Bookshelf in particular
- O. A wide choice of electives in the program of studies

III. Adjustment of subject matter in each subject to meet the needs of different ability groups

- A. Enriched courses for superior pupils
- B. Minimum essentials courses for dull pupils

IV. Modification of teaching to fit the needs of different ability groups

- A. Emphasis on memorization and drill for correct habit formation for the dull pupils who are mentally incapable of abstract reasoning or reflective thinking
- B. Minimum of drill for bright pupils with emphasis on problem solving involving research and organization of material pertinent to the problems





- C. A happy medium for the average pupils
  - D. Wise assignment of teachers to the different ability groups
  - E. A more intelligent marking system or none
- V. A definite, systematic system of counseling for all pupils; not merely the problem cases, by means of,
- A. Specially trained counselors when possible
  - B. Otherwise by interested and best qualified members of the faculty; keeping in mind that many teachers are unqualified by temperament for effective counseling
  - C. A director of counseling to see to it that counseling is regularly and competently done. This may be the principal, vice-principal, or a teacher specially qualified
  - D. Lightened teaching load for teaching counselors
- VI. Vocational Guidance
- A. Analysis by students of their own capacities, interests, and probable vocational opportunities. This involves the use of Self-Analysis Blanks.
  - B. Occupational information, not haphazard or incidental but as a regular, scheduled part of the school program of studies
  - C. Vocational Counseling; advice and help in choosing a life career suited to one's interests, capacities and temperament
  - D. Theme-writing in English classes on vocational topics
  - E. Emphasis on life-career motive to classroom teaching in all subjects
  - F. Addresses on vocations at assemblies
  - G. A survey of local vocational opportunities
  - H. A handbook for students and parents describing in detail the content and purpose of all courses offered in the school and explaining their cultural and vocational values.
  - I. Use of Special Aptitude Tests
  - J. Direct Training for Vocations
    - (1) Commercial Course
    - (2) Practical Arts courses
    - (3) Trade Courses
  - K. Placement and Follow-Up

Should the prepared material prove satisfactory, it is hoped that finances will permit this program to be



6. A survey of the various types of vocational education in the United States.
7. A survey of the various types of vocational education in the United States.
8. A survey of the various types of vocational education in the United States.
9. A survey of the various types of vocational education in the United States.
10. A survey of the various types of vocational education in the United States.

11. A survey of the various types of vocational education in the United States.
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18. A survey of the various types of vocational education in the United States.
19. A survey of the various types of vocational education in the United States.
20. A survey of the various types of vocational education in the United States.

## 11. Vocational Guidance

1. Analysis by students of their own capabilities, interests, and aptitudes in relation to vocational education.
2. Guidance in the selection of a vocation or profession.
3. Guidance in the selection of a vocation or profession.
4. Guidance in the selection of a vocation or profession.
5. Guidance in the selection of a vocation or profession.
6. Guidance in the selection of a vocation or profession.
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18. Guidance in the selection of a vocation or profession.
19. Guidance in the selection of a vocation or profession.
20. Guidance in the selection of a vocation or profession.

Should the program material prove satisfactory, it is hoped that students will benefit from the program.

published and sent out as a State service contributing to the development of a state program of guidance.

#### VIII. FALL AND SPRING MEETING OF THE CONNECTICUT VOCATIONAL GUIDANCE ASSOCIATION.

The fall meeting of the Association was held at Troup Junior High School, New Haven, on October 23, 1931.

Talks were given by two nationally known men in the field of guidance: Dr. Fred C. Smith, Editor of the Vocational Guidance Magazine, who spoke on "Problems in Vocational Guidance," and Dr. C. C. Burlingame, Physician in charge of the Hartford Retreat, who spoke on "Mental Hygiene Aspects in Counseling."

The following officers for the year were elected:

President, Marie McNamara, New Haven.

Vice-President, Lawrence W. Wheelock, Hartford.

Secretary and Treasurer, John W. Hartinson,  
Bridgeport.

Trustees: Sigmund Adler, Hartford

Edson M. Bailey, South Manchester.

The large attendance of guidance people representing many varied fields of guidance interest at the spring meeting of the Association held at Wesleyan University in Middletown, April 30, 1932, gave further evidence of the fact that an increasing interest is being shown throughout the state in guidance work.

In the general morning session Mr. Lawrence W.



published and sent out as a service to the community  
to the development of a state program of education.

VIII. FAIR AND SQUARE DEALING OF THE COMMUNITY WITH  
TOWARD UNIFORMITY OF EDUCATION.

The 1911 meeting of the association was held at  
Yong Junior High School, New Haven, on October 20, 1911.  
Lunch was given by the Y. M. C. A. and the Y.  
clubs of education. Mr. Fred C. Baker, Editor of the Y.  
National Education Magazine, was speaker on "Problems in  
Vocational Education," and Dr. C. C. Smith, President,  
in charge of the National Education, who spoke on "Vocational  
Education in the United States."

The following officers for the year were elected:  
President, Marie Johnson, New Haven.  
Vice-President, Lawrence A. Jackson, Hartford.  
Secretary and Treasurer, John W. Harrison.  
Editor, ...  
Trustees: Edward Baker, Hartford.  
Advisors: ...

The large attendance of guidance people represented  
many other clubs of guidance workers at the spring  
meeting of the association held at Wesleyan University in  
Middleton, April 20, 1912, gave further evidence of the  
fact that an increasing interest is being shown throughout  
the state in guidance work.  
In the general session Mr. Lawrence W.

Wheelock, member of the Kiwanis International Committee on Vocational Guidance, spoke on "The Service Club in the Guidance Program." Round table discussion meetings dealing with "Guidance in the Junior and Senior High Schools," "The Class in Occupations," "The Value of Cumulative Records in the Solution of Pupil Personnel Problems," "Follow Up and Placement," and "Vocational Guidance Through Service Clubs and Other Agencies" were also held during the morning session.

Speakers at the luncheon meeting included President McConaughy of Wesleyan University who spoke on "The Vocational Value of Education," and Mr. Paul D. Collier, Senior Supervisor of Secondary Education, who discussed "A Possible State Guidance Program for Connecticut."

An interesting exhibit was made of vocational guidance materials from Connecticut schools.

#### IX. TEACHER TRAINING COURSES IN GUIDANCE.

Opportunities in Connecticut, for teachers in service, and for those planning to enter the profession, to secure preparation for guidance work are very limited. At the present time no college, university, or normal school in the state offers courses or training in this field.

In the 1929 and 1930 summer normal school sessions at Yale University a course in "Educational Guidance" was offered and was largely attended.





With other guidance developments so well under way in the State, it is hoped that the important teacher-training phase of the program will not be too long neglected.

#### X. RECOMMENDATIONS FOR THE DEVELOPMENT OF STATE GUIDANCE SERVICE.

At the suggestion of Mr. Paul D. Collier, the writer is including in this study a few suggested recommendations for the further development of a state program of guidance, many of which have been suggested in the programs of other states.

##### Recommendations<sup>1</sup>

1. That a Director of Guidance be employed by the State to assist in various ways in the development of a state program of guidance.
2. That consideration be given to the possibility of an additional certification requirement to the effect that all teachers entering public school service in the State shall be required to have satisfactorily completed certain fundamental courses in Guidance before they are granted a Permanent Teaching Certificate.

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<sup>1</sup>It is understood that several of these recommendations cannot be immediately applied. They may be kept in mind, however, as possible future contributions to a state program of guidance.



With other guidance developments to well under way in the State, it is hoped that the important transfer- training phase of the program will not be too long neglected.

## 3. RECOMMENDATIONS FOR THE DEVELOPMENT OF STATE GUIDANCE SERVICE.

At the suggestion of Mr. Earl G. Collier, the writer is including in this study a few suggested recommendations for the further development of a state program of guidance, many of which have been suggested in the progress of other studies.

### Recommendations

1. That a Director of Guidance be employed by the State to assist in various ways in the development of a state program of guidance.
2. That consideration be given to the possibility of an additional certification requirement for the subject of all teachers entering public school service in the State.
3. That the State be authorized to have satisfactory completed certain fundamental courses in Guidance before they are granted a Permanent Teaching Certificate.

It is understood that several of these recommendations cannot be immediately applied. They may be kept in mind, however, as possible future contributions to a state program of guidance.

(The effect of such a ruling might have a desirable reaction on institutions which prepare teachers for service in this State.)

3. That an orientation course in guidance be added to the program of studies of the State Normal Schools. Some instruction on such suggested units as A Philosophy of Guidance for Elementary Schools, Curricular Guidance, Techniques of Counseling, Occupational Instruction Through Classroom Subjects, and Social Service, should add much to the preparation of the elementary school teacher.
4. That extension courses in guidance be given during the school year for teachers in service. Arrangements might be made for such a course or courses to be offered in various centers by a higher educational institution in the state and be accepted by it for credit.
5. That courses related to the problems of guidance continue to be offered at the Connecticut State Summer Normal School sessions at Yale University.
6. That a "General Bulletin in Guidance" be published under the direction of the State Board of Education which would serve as a manual for school administrators, teachers, and counselors in the development of a guidance program for their own schools.



- (The effect of such a ruling might have a beneficial reaction on local schools which prepare teachers for service in this State.)
2. That an education course in planning be added to the program of studies of the State Normal School. Some suggestion or such suggested course as a philosophy of education for elementary schools, secondary schools, technical schools, commercial, vocational, industrial, and social service, should add much to the preparation of the elementary school teacher.
3. That extension courses in education be given during the school year for teachers in service. In-terests might be made for such a course or courses to be offered in various centers by a higher educational institution in the State and be accepted of it for credit.
4. That courses related to the subjects of education be offered at the University of the State Normal School sessions at Lake Umbagog.
5. That a "General Bulletin in Education" be published under the direction of the State Board of Education which would serve as a manual for school administrators, teachers, and students in the development of a subject program for their own schools.

7. That the State Board of Education sponsor the formation of a "State Guidance Committee" composed of interested, representative, public school workers, and representatives of Service Clubs and other agencies in the state performing guidance services, which shall have as its principal function the correlating and developing of the guidance work of all organizations represented.
8. That the present Guidance Committee affiliated with the Board of Education be continued, or a new one be appointed, to carry on the work already under way for the development of a state program, and perform such other services as:
  - a. Correlating school guidance programs.
  - b. Promoting the cause of guidance in the state through such suggested methods as the following:
    - (1) Prepare a special Guidance number of the "Connecticut Schools" publication with suggested programs and activities.
    - (2) Include the topic of "Guidance" on the programs of the various educational conferences held throughout the state, and sponsor this part of the program.
    - (3) Develop outlines for a Teacher Confer-



That the State Board of Education should be organized as a "State Guidance Committee" composed of interested, representative, public school workers, and representatives of various clubs and other agencies in the state for guidance services, which shall have as its principal function the coordinating and developing of the guidance work of all organizations represented.

That the present Guidance Committee be dissolved, and with the Board of Education be organized, or a new one be organized, to carry on the work already under way for the development of a state program, and provide such other services as:

- a. Coordinating the state guidance program.
- b. Promoting the work of guidance in the state through such suggested methods as the following:

- (1) Prepare a special address manual of the "Unconnected States" publication with suggested program and activities.
- (2) Include the topic of "Guidance" on the program of the various educational conferences held throughout the state, and sponsor this part of the program.
- (3) Develop facilities for a Teacher Center-

ence Program in Guidance for the use of school faculties throughout the state.

Mr. Franklin E. Pierce, Director of Teacher Preparation in the state, recently made the statement that in his opinion, more actual guidance work is being carried on in the State of Connecticut than in any other state.

To correlate, develop and perfect these guidance activities will be the function of the Connecticut State Guidance Program.



each program in guidance for the use  
of school facilities throughout the

state.

Mr. Brockwell, Director of Technical Education

in the state, recently made the statement that in  
his opinion, more actual guidance work is being carried  
on in the State of Connecticut than in any other state.

To coordinate, supervise and perfect these guidance  
activities will be the function of the Connecticut State  
Guidance Program.

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